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A STUDY OF
YOUTH NEEDS AND SERVICES
IN
DALLAS, TEXAS

by

Jack Robertson

VOLUME I

A Report
to

The American Youth Commission
of
The American Council on Education
744 Jackson Place
Washington, D. C.

1937

American Youth Commission
744 Jackson Place
Washington, D. C.

Homer P. Rainey
Director

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Letter of Transmittal

To the Director

of

The American Youth Commission

Dear Dr. Rainey:

I have the honor to submit to you our report on "A Comprehensive Analysis of How the Needs of Youth Are Being Met in Dallas, Texas". This report presents a study of the general program of coordinating agencies concerned with the care and education of youth; an analysis of personal interviews with 4,608 youth between sixteen and twenty-four years of age and recommendations of policies and procedures which would seem to influence these young people most effectively.

The study was conducted by Mr. Jack Robertson with the assistance of a staff of twenty-five field and office workers and covered the period from June 1, 1936, to October 1, 1937.

This preliminary draft is for confidential distribution to members of the Commission, to the Chairman and members of the Dallas Youth Council and to such other persons as may offer criticisms, suggestions or revision prior to its publication.

Faithfully yours,

Owen R. Lovejoy
Associate Director

October 15, 1937

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Dr. Owen R. Lovejoy, Associate Director,
American Youth Commission,
744 Jackson Place,
Washington, D. C.

Dear Sir:

In transmitting this report, it would be simpler to list those to whom we are not under obligation than those to whom we are. Every social agency has generously shared its records, experiences, and advice, and particularly did those constituting the Dallas Youth Council, under the able leadership of H. G. Spruce, provide good will and patient sponsorship on which we must further rely for the correction of errors.

The Civic Federation of Dallas has provided ample and pleasant quarters. To you and those associated in the activities of the American Youth Commission, particularly Howard Bell and A. C. Rosander of the Maryland Study, are we indebted for guidance at the most critical points. So unstintedly have been the contributions of every member of the staff sharing in the Study that it is with reluctance that I limit public acknowledgment to Catherine Plunkett, F. E. Hobden, Rozelle Rosenthal, James O. Wing, and Marjorie Jackson for their special services in the fields of group work agencies, supervision, public schools, delinquency, and inter-racial relationships.

Our greatest debt is, however, to those four thousand-odd youth without whose generosity the Study would have been possible.

Incomplete as this list is, I must ask others to accept anonymously, my gratitude and all to realize that the responsibility for any mis-statements or false interpretations is my own.

Sincerely yours,

Jack Robertson
Director--Dallas Study

Dallas, Texas
September 25, 1937

September 25, 1907

Dear Sirs:

In transmitting this report, I would be glad to
[illegible] those to whom we are under obligation for [illegible] done
[illegible] to whom we are. For [illegible] among our personal assured
[illegible] Panama, especially [illegible] advice, and [illegible] aid
[illegible] active [illegible] the Isthmian Canal Commission, under the able
[illegible] leadership of Mr. C. Forbes, [illegible] good will [illegible] assistant
[illegible] responsible on which we [illegible] rely for [illegible] torrec-
[illegible] tion of errors.

The Civic Federation of India has provided [illegible] and
[illegible] quarters. [illegible] [illegible] [illegible]

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Errata

1. Page 79, footnote 2 should read Part 14, Section 2.

2. Page 87, footnote 2 should read Part 14, Section 2.

3. Page 235, second paragraph, line 4, the percentage should read 26.05%.

INTRODUCTION

Section 1. Objectives

To consider all the needs of American youth between the ages of twelve and twenty-five, and to develop a comprehensive program for their care and education.

Making a series of area studies, each complete in itself and representing a particular sector of American life and yet each supplementing the other to present a comprehensive picture, was one of the first devices agreed upon by the American Youth Commission to carry out the above charge given it by the American Council on Education.

The choice of Dallas from among the many areas which extended invitations as one to be studied seemed eminently wise.

1) As the following description will attempt to show, it is not a specialized city, but one in which are to be found the many patterns characteristic of urban life in cities of the same general population class.

2) Dallas has been and remains a rapidly growing city and illustrates the problems incidental to rapid growth.

3) There has arisen a series of social agencies concerned with the problems and needs of Dallas youth and each pledged cooperation in the making of the study.

The Study then began on June 12, 1936, to outline with more clarity and detail the values and objectives which might be realized within the limits of allotted time and budget. These were, first, that an evaluation and understanding might be gained of the broadly defined social services of the city, including the public school system, public recreation,

[illegible] I. [illegible]

To consider all the [illegible]
between the area of [illegible],
and to develop a [illegible]
their care and [illegible].

Maybe a series of area studies, each [illegible]
presently a particular sector of [illegible]
consider the other to present a comprehensive picture, [illegible]
first devices agreed upon by the A[illegible] Civil Engineers as [illegible]
out the above charge given it by the Mayor[illegible]

The choice of topics from among the many areas [illegible]
investigations are to be studied and continuity wise.

1) As the following description will attempt to show, it is not a specialized city but one in which may be found the many patterns characteristics of urban life in cities of two and several population class.

2) [illegible] and records a rapidly growing city and illustrates the problems [illegible] to rapid growth.

3) There was written a series of articles concerned with the problems [illegible] York and their solution [illegible] of the study.

The study [illegible] City, [illegible] City
and defi[illegible] the values and objectives [illegible]
limits of [illegible] area [illegible]. [illegible]
ation and [illegible] [illegible]
mersion of the city, including the [illegible] public [illegible]

delinquency treatment, the church, and the privately supported agencies, such as the Young Men's Christian Association, the Young Women's Christian Association, the Boy Scouts, Girl Scouts, Camp Fire Girls, and adult organizations concerned with these problems, such as service clubs, women's clubs, Parent-Teacher Associations, etc. It was felt that such an evaluation would be of use only if it were based upon a definite and clear-cut understanding of youth needs and problems, but no acceptable and accurate statement of youth needs could be found. The second objective then became so to study not only the physical and social environments within which Dallas youth live, but also the physical, social, and mental qualities of the youth themselves, that there would exist a reliable body of information concerning their needs and interests, their contributions and reactions to programs designed for their benefit. A study of physical conditions alone was not felt to be sufficient if the Study were to make the maximum contribution to the general objective of the American Youth Commission "to develop a comprehensive program for the care and education" of American youth, for interests and psychological patterns might or might not exist in a measure which would limit the effectiveness of any program failing to take account of them, but if properly evaluated, might offer keys to the solutions of some of the difficulties.

To accomplish objectives as broad as these, requiring as they do an understanding of the patterns of life of all those between 12 and 24 within the community and a study of all services designed for their benefit, necessitated some criteria for points of emphasis in our Study and a reasonable standard by which to measure present deficiencies. This raised a third question. What might one reasonably expect each youth to be and to possess in a land as potentially abundant as ours? Our answer to this problem need

in no way be taken as the final goals for American youth, but it does account for the emphases in the Study and the elaboration in some instances on social qualities and psychological conditions as a supplement to the elements of the physical environment studied. We felt that the following served our purpose reasonably well.

> That youth desiring work should have an opportunity which gives not only steady, secure, and increasing income making possible a constantly rising standard of living, but also the satisfaction of creative employment.
>
> That youth should have the mutual trust and respect of all others within the community.
>
> That he should share in common the ideals and the responsibilities of community life.
>
> That he should neither suffer nor feel inferior because of his racial background.
>
> That his personal development should be carried to the highest potential.
>
> That there should be opportunities for creative use of leisure that are varied, interesting, and personally satisfying.
>
> That his personal habits and his environment should be conducive to sound physical and mental health.
>
> That he should have opportunities for the freest expression of his political views and his religious urges.
>
> That he should have the opportunity to develop and preserve family life on a normal and stable plane.

Section 2. Techniques

Many possibilities were open to us in attempting to arrive at a reasonable and reliable body of information regarding the needs and interests of the youth of Dallas. Educational and psychometric examinations might have been given to a limited number. Case studies might have been

Section E. Looking Ahead

Many possibilities were cited in discussion. Two were selected for
presentation and voting by all participants. They were:

1. That we should have the opportunity to develop our potentialities
   fully like in a normal and stable family.
2. That we should have opportunities for free expression of our political views and religious beliefs.
3. That we should be equal citizens and participate in democratic
   activities.
4. That the personal habits and the environment should be conducive to sound physical and mental health.
5. That there should be opportunities for creative use of leisure time and variety, and recreation, and participation.
6. That the personal development should be carried to the highest potential.
7. That we should neither minor nor feel in strain because of his mental handicap.
8. That we should share in common the ideals and the responsibilities of community life.
9. That we should share in common the ideals and the responsibilities of all others within the community.
10. That youth should have the moral trust and respect of society, but also the satisfaction of creating something worthwhile.

Then Youth Leaders were asked to vote on the one statement which gives most only study, survey, and information, but making possible a certain activity planned and carried out by the group.

served our purpose reasonably well."

"Both of the physical environment studied. We felt that the following

social qualities and psychological conditions are important to the

account for the emphasis in the Study and the Jamboree

in no way be taken as the final [illegible] but it does

made of youth known to agencies or of a selected group. Or the mere correlation of existing facts or statements of authorities might have formed the basis. It was after careful consideration of all these and other possibilities that we determined on a quantitative and statistical analysis of a representative sample of Dallas youth, large enough in number to include all significant elements and yet intensive enough in character that problems would be revealed.

This decision once made, a Schedule containing 45 questions was prepared as the minimum of information to be gathered through the course of an intimate and personal conversation with youth from every walk of life. A copy of this Schedule may be found in Appendix B. In order to guarantee uniformity of answers, Manuals of Procedure were developed and the greatest possible care exercised in the selection of an experienced staff, competent to carry out the objectives of this phase of the Study. A training program was inaugurated which is described in the Appendix containing the Schedule and Manuals of Procedure.

Three further factors needed to be determined: first, the geographic scope of the Study; second, the extent of the sample to be interviewed; and third, the age range.

The decision in the first was more difficult because there exist, just to the north of the city of Dallas proper, two independent townships, many of whose residents work in Dallas and, although not allowed to hold municipal office or vote in the city elections, play an important role in the broad civic life of the community. There also exist, on the outskirts of the city, areas of some size which have an intimate association with those within the city boundaries. Further complications existed because

the city school system includes some of these latter areas and youth living in them may hold memberships in organizations of a city-wide nature. After careful consideration, it was decided to limit the Study to youth now living within the recognized boundaries of the city. Many justifications for this appeared, two of the most important being, first, that the independent townships (Highland Park and University Park) have a different set of institutions including independent school systems, independent park systems, and independent municipal governments. If we carried out the objectives of evaluating social agencies in addition to the study of youth needs, to include these areas would have made necessary the investigation of the institutional life of each and the constant explanation of the variations which existed. The second reason for not including these areas was that estimates of their population were even less accurate than those of the city proper.

While it was felt that the validity of our results depended not so much upon the size of the sample taken as upon its representativeness, we proposed to reach as large a number as possible while using every known fact about the composition of the youth population to check the representativeness of the sample. By combining the recently devised Census Tracts[1] of the city into 16 Areas of Investigation and setting a quota of interviews for each Area on the basis of known information, we insured that the group reached was geographically representative as well as in the proper proportion in the matters of sex, age, etc. These Areas were so formed as to preserve

1. These Tracts were outlined by a local committee under Walter T. Watson in 1935 at the request of the United States Geographer.

the greatest possible homogeneity and wherever a Tract had peculiar characteristics of racial or economic composition, it was studied individually. Throughout the Study references are made to peculiar characteristics of these Areas and the extent to which certain youth problems are concentrated within them. Accurate figures as to the number of youth in each of these Areas did not exist. We had for guides only the Census of 1930 which enumerated a total of 50,562 youth between 15 and 24, and the enumeration of population taken in connection with the Real Property Inventory carried on by the Civil Works Administration during November, December, and January 1934-35.[1] The composition of these Areas of Investigation from Census Tracts is shown in Map 1, following Page 16.

In determining the ages of those to be interviewed, we sought a group which might reasonably be expected to have arrived at a point of maturity enabling them to give accurate and dependable answers to the questions we wished to ask. It was felt that those who would reach their sixteenth birthday prior to June 1, 1937, but who had not reached their twenty-fifth birthday on January 1, 1937, would be sufficiently expressive to meet this test.[2]

Information which threw light on the problems, needs, characteristics, and services for youth was gathered from a multitude of sources, in addition to the personal interviews with youth. Briefly, these were:

1) Publications and records of social agencies.

2) Personal interviews with directors of service programs for youth.

1. Real Property Inventory, 1934, Civil Works Administration Project - Dallas, Texas; Department of Commerce, Bureau of Foreign and Domestic Commerce, Washington, D. C., 1934.
2. Throughout the remainder of the Study, reference to our sample of youth, 16 to 24, includes this slightly extended age range.

1. [illegible]
2. [illegible]

3) Observation of youth groups in action.

4) More intensive analysis of existing studies.

Often it was necessary to devise new forms for recording information, and the most important of these are presented in Appendix B, Pages XXXIX-XLV. The hand and mechanical processes for tabulating material were so arranged that wherever significant correlations seemed to exist, it was possible to determine these.

Section 3. Organization of the Dallas Study

From the beginning, the interested citizens and representatives of the social agencies who had taken the responsibility of extending the invitation to the American Youth Commission formed a group from whom counsel and advice as well as aid in securing information were secured. Convinced of the desirability of not only keeping in touch with the progress of the Study but also of deriving the maximum benefits from its findings, this group, with the addition of representatives of other agencies, formed during the early months an organization known as the Dallas Youth Council which has met from time to time to hear reports, and at its last meeting, July 2, 1937, undertook such steps as would lead to recommendations for a program designed to meet local needs revealed by the Study.

Section 4. Values and Possible Useages of the Material

It has been stated before that the Dallas Study was organized insofar as possible to make the maximum contribution to the objectives of the American Youth Commission to formulate "a comprehensive program for the care and education" of American Youth. This accounts not only for the emphases

but for the detail in which some of the findings are examined. The Study has been conceived from the start as a source book on youth problems, needs, and ideas, and as a basis for program-making. In addition to whatever values it may have in this regard as a basis for experimental programs, it should have specific value to the city of Dallas as a basis for more intensive social planning.

PART ONE. THE SETTING of THE DALLAS STUDY

In selecting Dallas for a study of youth needs, the American Youth Commission chose, according to the 1930 Census, the 32nd city in the United States in terms of population, 260,465 having been enumerated in that year. It is not an old city, its first inhabitant having been John Neely Bryan, who settled in 1841. It was in 1851 that Dallas was first incorporated as a town, and in 1871 that it was incorporated as a city.

At an elevation of 512 feet, it enjoys an annual rainfall of 22 inches and the percentage of possible sunshine is 66. Its average temperature during the month of January, the coldest, is 45 degrees, and during the month of July, the hottest, 84 degrees.

Its early development was intimately connected with the growth of transportation facilities to the rich agricultural regions which surround it. Railroads, induced by various subsidies[1] and strategems to build in or through Dallas, made it a terminal point for many years. Its position as a distribution center has increased rather than decreased with the years and in the Census of Business taken in 1935 it ranked as the 16th city of the nation in the amount of net sales in wholesale distribution.[2] More recently its adjacency to the East Texas oil fields has made a center for the distribution of machinery incidental to the extraction and transportation of this mineral.

---

1. It was these subsidies, described by Justin Kimball in his book, Our City--Dallas, which almost plunged the city into bankruptcy in the early 1870's and caused to be written into the Texas Constitution in 1872 that no County or Municipality could give a grant or pledge its credit to any private individual or corporation.
2. Census of Business: 1935, Vol. III, Wholesale Distribution, p. XIX. Washington, D. C.: United States Department of Commerce, Bureau of the Census, February 1937.

Widely advertised for its importance in these regards and for its supply of cheap labor, small-scale manufacturing, especially of garments, has been attracted.[1] Manufacturers found little in the way of State regulation or control that govern laboring conditions. A maximum work week of 54 hours for women and 48 hours for children under 15 is prescribed. The labor of children under 15 years of age is prohibited, but where earnings are needed in the home, work permits may be issued to children of 12 or over who have completed the fifth grade. Labor of women at night is not prohibited, nor does there exist a minimum wage regulation.

With the growth of manufacturing have come increasing efforts to organize local workers, the Open Shop Association proving the center of opposition to such organizations. The garment industry has for the past three years been marked by a series of minor strikes which at times

1. Commenting upon the advantages of Dallas, which include the plentiful supply of natural gas, reasonable taxes, favorable climate, and the normal building costs, the Chamber of Commerce beginning a three-year campaign in 1927 had this to say about labor: "Dallas has a good supply of intelligent native white male and female, semi-skilled and unskilled labor, which is adaptable to a variety of industrial occupations. Wages are reasonable and they should remain so because of the surplus seeking employment and the conditions which contribute to a low cost of living". Stating that "Dallas stands out as the leading Open Shop city in the entire Southwest", the following conclusions were drawn: "Under present labor conditions, an industry which locates in Dallas can feel assured that the employer will have the general support of all interested in the community, to see that his right to run his own business, free from interference and dictation, is not infringed upon.....The Open Shop Association of Dallas has never attempted to exercise the authority of a wage-fixing commission. We have believed that the safe and sane way to serve this city was to maintain a condition whereby every employer was free to run his own business, to trade with his own employees in a wide-open market where neither membership or non-membership in an organization was a bar to employment; and our experience has convinced us that this is the best policy to pursue". The Southwest, prepared by the Industrial Department of the Dallas Chamber of Commerce. Pages 9, 30 and 31 of section on Industrial Survey of Dallas: Dallas, Texas: Industrial Dallas, Inc., 1927.

have flared into violence between police and picketers and picketers and non-Union workers. The recent differences between the American Federation of Labor and its dispossessed Committee on Industrial Organization have brought on a feverish race between these two groups to organize Dallas workers. In spite of these efforts, Dallas can hardly be characterized as a labor-conscious city. As a financial and distribution center its key-note is not industry but business, and a great many of its white workers are employed in clerical and sales operations. In spite of the contrasts which exist between Areas, 4 of the 16 Areas are predominantly middle-class, principally populated by those engaged in one of the "white-collar" jobs.

The general population of the city is predominantly white of native origin. The percentages derived from the 1930 Census revealed 14.9% Negro, 2.4% Mexican, and 1.9% foreign-born white, leaving some 80.8% of native white parentage. The growth of the city has been rapid during the decade from 1920 to 1930, the number increasing from 158,000 to 260,000. The rate of growth has begun to show a decline, however, and a fair estimate for the year 1936 seems 292,000 with racial proportions about the same as in 1930. The population is supplemented from year to year by the young men and young women, ordinarily the latter in the majority, who come from the surrounding towns, villages, and country-side to establish themselves in the city. At the same time, Dallas has proved one of the sources from which Negro males have migrated in great numbers to the industrial centers to the north and northeast. Both the increase in the white population and the decrease in the Negro population by these methods bring with them serious adjustment problems to which at-

tention is given in later sections.

With the existence of these three groups--native white, Negro, and Mexican--Dallas has developed a three-way segregation:

1) There is the ever-present segregation between the Negro and the white, necessitating a dual set of institutions, including schools and parks, separate facilities in hospitals and separate compartments in street cars and buses. All relationships between the two groups are derived from or take account of this general pattern of segregation.

2) The Mexican group, small though it is, has a different pattern with reference to the native white group. Not legally excluded from public schools or other institutions, there are social barriers which are raised against the Mexicans in more personal relationships. Ordinarily, the Mexican, like the Negro, lives within the bounds of a segregated area and if he should go beyond this, he is unlikely to be accepted into the neighborhood.

3) A third relationship is that existing between the Mexican and the Negro, for although we find places where proximity and mutual problems bring the groups somewhat closer together, these are the exceptions and not the rule, for the Mexican has come but recently and is competing in many instances for jobs which the Negro now holds or formerly held. The result is often bitterness and distrust.

In addition to the influences upon institutional life, two additional effects of this segregation should be noted:

1) Since the Areas of Negro settlement are scattered throughout the city, it is almost impossible, because of the distances, to bring about an integration of community life for all Negroes.

2) The occurrence of an Area of a different race between two Areas similar in race interposes a barrier which limits social interchange between the similar Areas.

A further barrier to social integration are the railroads which cut the city into various sections. As these railroads have been re-

sponsible for much of the growth of Dallas as a whole, they also set the limits within which a real estate development was likely to take place, with the result that as one crosses from one side of the tracks to the other, one usually finds great differences in the types of housing. The infrequency of places to cross these tracks prevents any great amount of inter-neighborhood association.

This mosaic character has been accentuated by another phenomenon of the city's growth. Dallas, like many other cities, has grown without reference to any pre-determined plan, its area having been added to bit by bit as one individual real estate development after another reached a point where it seemed advantageous to extend the city boundaries to include it. This growth--rapid, uneven, and unplanned--has placed upon the city terrific strain to weld these units into a cohesive whole. Each addition has also brought demands for extensions of social services, such as schools, parks, and policing, in proportion to the increase in size. Such extensions, however, often necessitate heavy capital outlays for school buildings or parks and the provision of these physical facilities requires so much of the city's income that actual operating services are sacrificed or limited.

Control of municipal affairs now rests in the hands of a body of nine Councilmen who appoint a City Manager to administer the services for which they are the policy-making body. City services having a special reference to this report are those of policing, public health, public education, public recreation, public welfare and relief, and each of these is commented upon or examined in some detail in one of the sections to follow.

With these general characteristics outlined, we turn to a consideration of each of the 16 Areas into which we divided the city.

PART TWO. CHARACTERISTICS OF THE INDIVIDUAL AREAS

Area 1 is found to the northeast of the business section, extending to the city boundaries on the north, composed of Census Tracts 2, 3, 10, and 11, which were separated more for the sake of expediency than through any differences that exist. We find in our interviewer's report these statements:

> The people living here do not represent a group typical of Dallas nor of Texas, for their counterparts may be found in nearly any part of the United States in which there is a big city life.
>
> Just as the people in this Area are similar to each other in their habits of work and play, in their speech and dress, so are the houses in which they live and their worldly possessions similar. The houses are of the one-story brick cottage type with six or seven rooms, and each has a neat and attractive lawn and garden almost identical with the one next door, and the one after that. The inside furnishings might be described with the same words -- nothing original or creative or showing any particular thought or planning except for the fact that everything is nice and proper for people of that class. Practically every family has a car, for, there being little or no family group life in the home and no community life in the neighborhood in which to participate, substitutes for these things are found elsewhere.
>
> The working people in this section are largely of the "white-collar" business class, although there is the occasional person who through necessity and "bad luck" is forced into the labor group where he must work with his hands and with tools. It is significant to note that the attitude of the predominating group, however, is that any work which involves manual labor is beneath their station, even though the money returns be greater in some cases. There is little diversity of occupation. One finds chiefly accountants, salesmen, engineers, small building contractors, and owners of small businesses. The parents' education and training are limited, high school and sometimes a year or two of unspecialized college work being usual, so that there are very few people who are qualified in highly skilled techniques. Due to this limited earning power, a large percentage of the group have roomers, chiefly of the office worker type whose income would not otherwise enable him to live in such a district.

- 35 -

PART TWO. CHARACTERISTICS OF [illegible]

Area I is found to the northwest [illegible], extending to the city boundaries on the north, [illegible] 2, 8, 10, and 11, which were separated here [illegible] through any differences that exist. We [illegible] statements:

> The people living here [illegible] typical of [illegible] nor [illegible] may be found in nearly any [illegible] in which there is a big city [illegible].
>
> Just as the people [illegible] other in their habits [illegible] and dress, so are [illegible] worldly possessions [illegible] story brick cottage type [illegible] has a neat and attractive [illegible] with the one next door [illegible] furnishings [illegible] original or creative or [illegible] planning except for the [illegible] proper for people of this [illegible] has a car, there [illegible] in the home and [illegible] which to participate, [illegible] found elsewhere.
>
> The working people [illegible] "white-collar" [illegible] occasional person who [illegible] forced into the labor group [illegible] hands and [illegible]. [illegible] addition [illegible] work [illegible] even though the [illegible]. There is little [illegible] accountants, [illegible] and owners of small businesses. [illegible] outings are limited, [illegible] of unspecialized training [illegible] many the people who are [illegible]. Due to this limited [illegible] group have, however, [illegible] there would not [illegible]

Area 2, lying like a tapering wedge between two railroads which finally cross at its northern extremity, has beyond its southeast boundary the largest Negro settlement in Dallas and beyond its southwest border the largest Mexican settlement, often referred to as "Little Mexico". With large apartment houses and frame cottages intermingling in that portion nearest the city, the frame houses gradually become more and more predominant until near the very end there is found an almost hidden section, several blocks square, which is composed entirely of Negroes.

Several factors distinguish this Area:

1) It is cut almost its entire length by a cross-town traffic artery.

2) There is a shopping center near the northern end which serves many of the residents of the restricted township of Highland Park just to the north.

3) Almost in the center of the Area is found North Dallas High School, serving not only this Area, but other white areas adjacent to it.

Its heterogeneous character is shown by the occupations of those who have residence there. In checking the occupations of the fathers of the youth we interviewed, we found 20% engaged in managerial and executive positions, 22% in skilled labor, 11% in semi-skilled labor, 10% in sales, and almost 10% in professional work, in addition to the 13% who are or were farmers. Unskilled and service occupations as well as clerical work were well represented. Our interviewer very commonly found that all members of a family were at work and that the total amount of time when all members of the family were together was extremely limited.

Area 3 has many characteristics which make it similar to Area 1. A high school which serves the Area is, as in the case of Area 1, located not

within the boundaries of the Area, but within those of an adjacent one. Also, like Area 1, it has a large and active trade center. Differences, however, occur both in physical appearance and in occupations. In the first place, the Area is much older than is Area 1 and some of the older residences have already given way to apartment buildings or have been converted into boarding homes. The uniformity which is so evident in Area 1 in the matter of the structure of the houses is not found here and we find that whereas in Area 1 73% of the parents of the youth interviewed were engaged in "white-collar" jobs, only 60% of those in this Area were so engaged, while the percentage of skilled, semi-skilled, and unskilled laborers was 23% for Area 3 and only 16% for Area 1. The fact that the Area is older has also contributed to the somewhat stronger, though limited, amount of neighborhood life. One last distinguishing characteristic of this Area is its prominence as a medical center. Here in one group are found the City-County Hospital and four clinics, surrounded by offices of many private physicians.

Separated from Area 3 by the almost inevitable railroad, we find odd-shaped Area 4 whose boundaries can be explained only in terms of the State law requiring that all property over which the city has jurisdiction be within a continuous and unbroken line, for the boundary lines extend some three or four miles northwest in order to encompass the water reservoir and the municipal airport. Here and there these narrow parallel lines are extended to include a small settlement, the largest of these being the Negro colony of some 900 or more persons, known officially as North Park and un-officially as "Elm Thicket". The bulk of the population, however, live in that area immediately adjacent to Area 3 and most of the white youth

interviewed were found in this section. Small sections of the Area have been real estate developments and contain homes similar to those in Area 1, but many of them are mere shacks without conveniences.

Twenty-two and five-tenths percent of the youth who were interviewed had fathers whose chief occupations had been farming, while 50% had fathers engaged in some type of manual labor. Most of the residents of this Area find their release through either neighborhood gossip, excessive church participation, or riding about in cars. Apathy, lack of nourishment, overwork, ignorance and lack of understanding, and isolation from the city's life seem the distinguishing marks of most of this Area.

The Negro settlement, of course, presents a different picture. From our interviewer's report on the community:

> Here one finds a strange mixture of all the essentials of a small rural town with some of the characteristics of the cultural life of the city. These latter elements have been introduced through associations with the wealthy residents of Dallas in whose homes many of the Negroes are employed as domestics. An intimate and friendly spirit pervades this area of small homes owned or now being paid for. The sick are administered to by all the residents of the community.
>
> Interiors of the homes often show taste and care in furnishing, but only a few are inspired to develop lawns and flowers as an aesthetic setting for these homes. Recreational outlets are limited, and house-to-house visiting is the chief form.

Area 5 is comprised of four distinct sub-areas, each with its own individuality, and shading gradually into the adjacent region. The interviewer reported as follows:

> Census Tract 14, the smallest of these areas, is the most influential in terms of the city's community life. It is here that we find those old families who dominate with an air of rightful proprietorship every cultural movement in the city. Only in very recent

years has the growth of the city shaken somewhat this possessiveness. One finds homes large and spacious and the center of conservatism and formality. Typical of this area perhaps is the narrow opening between stone walls through which one enters by car. This expresses, no doubt, that here one may find a group living on a higher plane to which one may ascend, if at all, only after years of social apprenticeship.

Only a Country Club, a few stores, and some vacant areas separate Munger Place, just described, from the newer section marked off as Census Tract 1. Here, coupled with the newness, is a variety in architecture, which sometimes reaches the bizarre. The section definitely conveys the notion of prosperity, but a prosperity which is, to at least some of its residents, a new and unaccustomed one.

To the south of Munger Place lies an area still different in composition and characteristics. Here one finds homes which twenty years ago compared favorably with those of Munger Place. More than a sprinkling of the original owners still remain, somewhat saddened by the increase in small cottages and apartment houses and the conversion of former homes into rooming houses. One finds a greater variety of life on a slightly lower plane. The growth of apartments and the opening of homes to roomers have brought an influx of office workers, young students of business colleges, and the like, who bring with them traces of the small-town or rural background and feel more than any other group the need for a richer community life.

The last district which comprises this Area is, from the view of the other tracts, "across the tracks", having small frame cottages with many unpaved streets. It is known in part for its concentration of policemen, motormen, and similar occupational groups. Education is more limited but stronger bonds of feeling exist. Problems incident to city life on low wages are well known and pleasures are usually found through the media of the second-hand automobile, the radio, and the five-cent magazines.

Area 6 presents a different picture from any of the Areas surrounding it. It is formed of three Census Tracts and its upper section is composed of frame cottages, merging into an area of formerly fine residences which are gradually being replaced by apartment houses or being converted into boarding homes. The increase in the use of homes for this purpose has increased anonymity and destroyed a large portion of the community life which formerly existed. Many of the residents have been attracted to Dallas from the surrounding towns and neighborhoods and their place in the city

has not as yet been established, while their ties in former communities seem to have been definitely broken.

Of Area 9 only two portions deviate from its predominant note of working men's homes. These are the group of rooming houses clustered near the entrance to the Exposition grounds and the fairly large settlement of Negroes segregated in the southern portion of the Area. Our interviewer reported as follows:

> The majority of the houses are five- and six-room frame cottages originally constructed as one-family dwellings, but in a number of cases now occupied by two families who are usually on such intimate terms that their rooms are connected and a common telephone is shared. These individual and multiple dwellings are cheaply furnished, but fairly neat and well kept. The presence of children and the necessity in some cases for having a bedroom combined with the sitting room account for a few instances of disorderly appearance.
>
> Definitely a "family area", many families are young married couples with anywhere from one to five children. Frequently, married sisters and brothers live in the same block with their respective families.
>
> The churches are usually small frame buildings on the less frequented streets. Methodist, Baptist, Christian, and Full Gospel are the most prominent denominations. The people are divided into cliques which correspond to the church to which they belong. These churches are particularly active in young people's work. There are many socials, mission societies, revivals, and even athletic teams sponsored by the various denominations. Many young people attend church services and meetings as many as fifteen or twenty times a month. Religious pictures were noted in the homes more frequently than any other type of picture.
>
> On some of the streets there is a neighborly, "gossipy" atmosphere. One girl complains that this is an evil influence on the youth because it is impossible for a young girl to have dates without the neighborhood gossip discussing her affairs. It has, the young woman maintained, ruined the life of her next-door neighbor and will also injure a young high school girl unless she is guarded from their tongues.

Area 10 is formed from the area that immediately surrounds the business district, an Area in transition. All parts show that disintegration which follows when a former residential area becomes one of potential industrial

usefulness. In addition to the white residents who form the bulk of the population, there are large settlements of Negroes and Mexicans and the district houses a squatter's camp which came into existence in the early depression days and continues as the temporary or permanent abode of families who cling to the notion of "moving on". Of the white residents, our interviewer reported:

> Area 10 has all the signs of an old prosperity. Homes in once beautiful settings which, no doubt thirty or forty years ago were the showplaces of the community, are now in decay. The ever-growing expansion of the local industries and spread of business houses have pushed their tentacles into the district and the former habitants or their heirs have abandoned it for less noisy and more desirable surroundings. Most of the old mansions have been converted into small and cheap apartment houses or rooming houses. The nearness of the business section makes it, of course, the logical place for the small income earners to live. The hand-to-mouth existence of most families in the district creates a general feeling of insecurity which is accentuated by the enforced migratory existence of rural workers. It goes without saying that in such surroundings all the ills common to tenement districts are rampant -- petty crime, juvenile delinquency, disease and prostitution. The nearness of the town's business section places, of course, a certain speculative value on the property and sufficient growth of the city will in all probability finally absorb the district. For the present though this value forces the owner to collect what revenue he can squeeze out of the property with a minimum of cost. The consequence is that the old mansions are in a shameful state of neglect in regard to repairs and modern conveniences.

The Negro settlement was reported in this way:

> A generation has seen but little change in the attitude or the physical appearance of this section. Depending upon the adjacent city markets for occasional labor which, with seasonal cotton-picking and some occasional yard work, provides a precarious livelihood, parents introduce their children to the art of gathering food, junk, and rags from the nearby market.
>
> In this generation the educational level has risen from perhaps the third to the fourth or fifth grade. Unnecessary in the pursuit of a livelihood, education has

little meaning and the educated person is looked upon with a suspicion which arises from the dislike of anyone who holds himself to be better than those of the community. Strangers are greeted with distrust and suspicion for this same reason. A minister coming in to give a sermon seldom concerns himself with the actual living of his auditors. Nor do other social service groups find it fruitful ground for their labors. In spite of this general attitude, some pride is evidenced in the existence of the school within the borders of the area and teachers often have the high regard of those who see no point in education.

No sense of indignation is felt by the residents at the prostitutes and gamblers who live here. Likewise common law marriages, which tend to become permanent, are a frequent occurrence and an accepted institution.

For recreation the young person turns to the public dance halls in a nearby section or to the beer taverns which have been substituted for the prohibition-day speakeasy. No park or play area for outdoor activity is available.

Briefly, we find in this area all the complexities of modern problems -- ignorance, poverty, lack of training or skill, precarious living, bad housing, crime, delinquency, and race antagonism. Religion occurs only as an occasional and unrelated emotional experience.

Area 11 is reported by our interviewer as follows:

This Area is so heterogeneous as to be almost impossible of consideration as a whole. The district was originally settled by families of some means and stability who moved out to what was then considered the outskirts of the city. The natural beauty and uncrowded feeling attracted those who made their homes there. This was virtually an extension of the residential section just south of the business district. As the down-town business district moved in on the older residential section, those having their homes there moved out practically en masse, leaving a very poor, unsavory section between Area 11 and town. The advance of industry continued even farther south and there sprang up many factories and business houses along the northern and western boundaries. A large Negro section grew up to the southeast of the Area. This Area was hemmed in on three sides, with growth to the south being limited to families of lower economic level. The land adjacent to the railroad was filled in with poorly built, unpainted, and bare shacks. As inroads began to be made on all sides by industry, the residential section began to deteriorate in appearance, population, and residential value. Those families who could moved out rapidly.

Those who had their roots there remained, expecting eventually to move also. The Area could no longer attract families of more than moderate means and the new-comers to this part of town were younger people of small incomes who went to the extreme southern part of the Area to settle. There grew up in this section small, attractive frame and brick cottages.

One compact section was settled entirely by Jewish families of from medium to high economic level. Scattered throughout the Area were many Jewish families of lesser means. As families moved from the section to East Dallas or Highland Park, Jewish families from other parts of South Dallas took over these vacated homes. Although still fairly intact, even here are seen the effects of mobility.

Looking at the Area as a whole, we see that improvement came to a standstill some years ago and many streets are unpaved or in bad repair. Little has been done to beautify homes or the community. A general feeling of unrest and conflict prevails throughout the Area. The older residents have been caught by the encroaching industries and hemmed into a section that has lost its former attraction. They are both apologetic for and defensive of their place of residence. They would like to move, but their property has so little sales value that this is impossible. The economic range is wider than is usual among the population of a single section of the city, making anything approaching unity an impossibility. The older members have fallen into a kind of stagnation, getting no stimulation from their own neighborhood and often neglecting to seek it elsewhere.

Separated from the city by the Trinity River lie three Areas, the largest of these being Oak Cliff, our Area 15, which, like East Dallas, was once an independent township. Bound together by this tradition, the Area has continued as one in which community life remains closer than that of other sections. Marks of this differentiation are to be found by such evidences as an independent newspaper, the special edition of a Dallas paper, exclusively for this Area, the Oak Cliff-Dallas Commercial Association, the Associated Leagues West of the Trinity, and the fact that many of the service clubs have independent groups meeting in this Area. It is here that more independently functioning groups of young men and women were found than in any other section of the city. Long established, the years have, of course, brought changes in the economic fortunes of the early

residents and gradations are to be found. Not even the passage of the years, however, nor the additions to the population from other areas have changed the predominant note of friendly, democratic, middle-class relationships.

Occupations are commonly of the small office manager or salesman type, with a large percentage of skilled and semi-skilled workmen, and retired farmers.

Area 16, a newer and less integrated community, lies to the south of the above-described Area and is known as Trinity Heights. At the conclusion of the observation period, our interviewer reported these facts:

> The majority of the dwellings are small, unattractive cottages with an occasional well-built and well-equipped home, and frequently a row of dingy shacks. The observer is impressed with the generally unfinished appearance of this section, typified by the lack of paving and side-walks, parks, libraries, and other recreational facilities. It was evidently built hurriedly to accomodate families of small incomes, coming largely from rural areas or small towns, and attracted to Dallas by the hope of better work opportunity. The Area has no well developed business or shopping district and depends on the neighboring community of Oak Cliff for such service. Everything points to a complete lack of plan or community organization in the development of this Area, but its remoteness from the city proper makes this need most acute. It is evident that although their employment or an occasional shopping or recreation excursion may take these people across the Trinity River, they do not generally identify themselves with the life of Dallas as a whole.
>
> The older generation are generally occupied in the skilled or semi-skilled trades. The younger generation mostly are employed in semi-skilled routine factory work or as clerks in stores and waitresses in restaurants. Many of the youth have left their rural or small-town homes and have come to Dallas in search of better work opportunities, and are now living with friends or relatives.
>
> As a general rule, these people are somewhat underhoused due to economic pressure, large families

> occupying dwellings which are more suitable for a couple with at most one or two children. We often find houses in which every room but the kitchen has been converted into a bedroom.

We have omitted from the previous discussions descriptions of the Negro Areas which we numbered 7, 12, 13, and 14, and which are widely separated from one another.

Area 7 is the largest of this group and here are found the centers of much of the institutional life of the entire Negro population. The Y.M.C.A., the Y.W.C.A., the only Negro branch of the public library, the only Negro high school in Dallas, and the only Negro park having a year-round program of activities are all in the Area. Here life shows many gradations, however, and far from all of the group are reached by the influence of these institutions. We find a hierarchy of social life, each group having a different plane of existence which converge only through the impersonal channels of trade and charity. Isolation and poverty are found, as are culture and affluence. It is this Area which shows the greatest results of the attempt of the Negro to build for himself a scheme of existence equivalent to that which he has been denied. Sanatariums and civic groups, stores and dance halls, law offices and insurance firms -- all of these exist and are owned and operated by Negroes. There is in this Area, as in all the Negro Areas, the presence of the store owned and operated by Italians and catering almost exclusively to the Negro groups.

The entire district is hemmed in by business or white sections and further expansion seems impossible. Through the center of the Area runs a railroad track, now no longer used, but which remains a favorite lounging-

loafing place of many of the residents.

To escape the congestion of this Area, many Negroes sought new homes in Area 12, commonly known as Queen City. Others sought residence here because of cheaper rents. Dependent as this Area in large measure is upon the cultural centers found in Area 7, we find distinctions, stratification, and some isolation. Those who are accepted into the more exclusive circles which center in Area 7 find all their recreational outlets there and do not look upon Area 12 as more than a place in which to live. There are others in the community, however, who feel themselves outsiders in this regard and resent their exclusion. We have the same phenomena observable in the white Area 11 which adjoins this Area on three sides, a district divided against itself.

If Area 12 suffers from the distances and distinctions which separate it from the active cultural centers, the position of Area 13 is even worse for it lies almost five miles from the center of the city in the southern extremity. Many of its residents have come here from farms and rural places and seek their livelihood as common laborers. While the whole Area is commonly referred to as Lincoln Manor, there are three sub-sections, each of which has a defensive pride, and as one district resents being grouped with the other two, so are the other two irritated by this attempt at differentiation. Our interviewer reported that there is no form of community organization or activity, visiting from house to house being the principal means of recreation. The only thing done together as a community is gardening which is a hang-over from a relief project encouraging clients to help themselves. The Italian grocer on the corner is the spokesman for the community. Whatever the residents want done

leading place of honor on the fireplace.

comes through him. Strangers are looked upon with suspicion as many families are on relief and fear being removed. No one knows anything until convinced that the inquirer is not from the relief office.

The one Negro settlement which it was possible to study as a unit is Census Tract 41 which became our Area of Investigation 14. This Area presents in most of its aspects conditions mid-way between those found in Area 12 and Area 13, just described. Housing, the percentage on relief, the dearth of community outlet, the extent of poverty, the place of the church, disintegration, and stratification, all these follow the in-between pattern. Its aspect is not so sophisticated as that of Area 7 or Area 12, nor yet so rural as that of Area 13.

We have saved until last a description of Area 8 which houses the majority of the Mexicans who make Dallas their home. Adjoining Area 10 on the south, this Area shows the same disintegration in process. The value of the Area as a residential section has been undermined, but its industrial possibilities have been only partially realized. All of this is, of course, furthered by the handicaps of language, a different set of customs and mores, and a background of poverty and ignorance. Streets in the Area are largely unpaved, except where they serve industry.

These Areas which have been described form the mosaic and the contrasts which make up the city of Dallas. Especially pertinent to youth, in addition to the municipal services of policing, public health, public education, public recreation, public welfare and relief, mentioned above, are the County agencies for treatment of delinquency, private agencies rendering services to youth, and employment and work programs under Federal control. In the following sections, attention is given to the manner in which these are conducted.

which these are considered.

PART THREE. PUBLIC SCHOOLS

Under the jurisdiction of an elected School Board serving over-lapping terms of two years without pay, is the Dallas Public School System, a system consisting of 11 grades with an entrance age of six years, and a special compulsory school attendance law requiring attendance for the full term of all those under the age of 15. There are 47 white elementary schools, which usually encompass the grades from 1 through 7, 2 Junior high schools with a 3-year grade span, and 6 white high schools, of which one offers technical training in addition to the regular academic courses. For the Negro students there are 12 elementary schools and 1 high school. The Dallas Public Evening Schools are also a part of this system.

Construction of buildings is financed through bond issues and the $300,000.00 voted in April, 1937 is expected to provide more adequate buildings, especially a new Negro high school, during the coming year.

A School Census is taken annually of all persons of scholastic age, 6 through 17, and on this the State from its tax resources pays a per capita sum which varies from year to year, but which was set at $19.00 for the year just past. Tables 1 and 2, which follow, show the number enumerated in the spring of 1936 by each age within the scholastic range and the number enrolled during the school year of 1936-37. The total number enrolled in all public schools was 49,380.

In addition to the public schools, of course, there are a number of parochial schools and private institutions which may be attended in lieu of the public schools. These, however, by no means take all of those not

TABLE 1 -- NUMERICAL AND PERCENTAGE DISTRIBUTION OF WHITE YOUTH (including Mexicans), BY SEX AND AGE, AS ENUMERATED IN SCHOLASTIC CENSUS OF 1936 and ENROLLED IN PUBLIC SCHOOLS DURING THE SESSION OF 1936-37

Age	Males Enumerated	Males Enrolled	% Enrolled	Females Enumerated	Females Enrolled	% Enrolled	Total Enumerated	Total Enrolled	% of Total Enrolled
6	1747	1561	90	1739	1608	92	3486	3169	91
7	2035	1827	90	1922	1723	90	3957	3550	90
8	1954	1773	91	1940	1860	96	3894	3633	93
9	2017	1826	91	2024	1850	92	4041	3676	91
10	2039	1868	92	2102	1835	87	4141	3703	89
11	2169	1965	91	2113	1858	88	4282	3823	89
12	2290	2122	93	2212	2099	95	4502	4221	93
13	2134	2055	96	2057	1966	96	4191	4021	96
14	2161	1920	89	2138	1840	86	4299	3760	88
15	2153	1581	64	2192	1675	76	4345	3256	75
16	2111	1227	58	2017	1108	55	4128	2335	57
17	1734	644	37	1731	577	33	3465	1221	35
Total	24542	20369	82.98	24187	19999	82.68	48731	40368	82.83

1. There were 340 above the scholastic age and 1 below enrolled.
2. There were 147 above the scholastic age enrolled.

TABLE 2 -- NUMERICAL AND PERCENTAGE DISTRIBUTION OF NEGRO YOUTH, BY SEX AND AGE, AS ENUMERATED IN SCHOLASTIC CENSUS OF 1936 AND ENROLLED IN PUBLIC SCHOOLS DURING THE SESSION OF 1936-37.

Age	Males Enumerated	Males Enrolled	% Enrolled	Females Enumerated	Females Enrolled	% Enrolled	Total Enumerated	Total Enrolled	% of Total Enrolled
6	339	294	86	377	331	87	716	625	87
7	391	351	89	396	345	87	787	696	88
8	442	399	90	382	356	93	824	755	91
9	413	405	98	420	422	100	833	827	99
10	417	402	96	524	490	93	941	892	94
11	478	459	96	498	450	90	976	909	93
12	466	453	97	471	458	97	937	911	97
13	414	373	90	464	435	93	878	808	91
14	402	320	79	492	409	83	894	729	81
15	381	252	66	443	334	75	824	586	71
16	378	174	46	447	234	52	825	408	49
17	306	100	32	348	123	35	654	223	34
Total	4827	3982	82.59	5262	4387	83.37	10089	8369	82.95

1. There were 80 above and 1 below the scholastic age enrolled.
2. There were 72 above and 2 below the scholastic age enrolled.

| | | |

found in public schools, though the exact percentage is not known.

Two things are apparent from the Tables above:

1) The peak load at the present time is found around the ages of 11 and 12.

This fact reveals the fall in the birth rate in Dallas and indicates that high schools will bear their heaviest loads during the next three or four years, while the grade schools have for the most part passed the peak. This is a vital factor which is being taken account of in the planning at the present time.

2) The number who are not in attendance calls for an explanation of the manner in which the compulsory school law is enforced.

Each principal serves as a truant officer in his district and attempts to keep the children in school "by a policy of persuasion rather than compulsion". When his efforts fail, the services of one of the two officers provided recently by the Juvenile Court for this purpose is called upon. If further persuasion by one of these proves unsuccessful in inducing the student to return to school, the matter is dropped. There is provision in the law to prosecute those parents who do not keep their children in school. However, since school officials feel that there is some doubt as to its legality, the issue has never been raised. Suspension and expulsion from school are still common methods of disciplinary measures.

No married person, regardless of age, is permitted to attend.

Three other factors seem significant to the discussion of public schools:

1) The minimum requirements for teachers and their basis of selection.

2) The teaching loads.

3) The curriculum offerings.

Requirements for Teachers and Basis of Their Selection

The fundamental teaching requirements are a college degree, a permanent teaching certificate, and at least two years teaching experience for elementary schools or three years for high schools. Beyond these requirements, the kind of school in which the experience was acquired and references are taken into consideration. Qualifications desired are "good general appearance", "good health", "enthusiasm", "tact and common sense", "professional interest", "resourcefulness", "knowledge of subject matter", and "classroom management". Selection of new teachers is based upon the assistant superintendent's evaluation of the applicants' comparative qualifications in these regards.

Additional training required consists of four semester hours of work every four years. This is the maximum amount credited for any four-year period. The work may be done in residence, by correspondence, or by extension. At least two semester hours must be in Education. Travel and attendance at conferences of the National Education Association may be counted as part of the additional training, but only two semester hours for both combined are allowable.

Salaries in elementary schools range from $1,206.00 to $2,000.00 per year and from $1,404.00 to $2,700.00 in the high schools.

Teaching Loads

In the elementary schools and Junior high schools the average class in the white schools is 36.8 pupils. There is no maximum set, but 40 is considered the highest desirable figure. There is likewise no definite minimum, with 20 considered the lowest practical number for a class. In smaller schools, this number sometimes goes as low as seven or eight. In

one Mexican school, with only two teachers, there are sometimes 75 under a single teacher's care. The teaching hours are from 8:20 a.m. to 3:15 p.m., with 30 minutes for lunch. The allowance for a rest period is 30 minutes, but varies with each school and is not always provided for. Some primary teachers are free at 2:45. The most accurate general number of teaching hours is 6 per day.

In the elementary Negro schools, the average class is 46.5 pupils. Here again no definite maximum or minimum is set, but the classes run correspondingly larger than those of the white schools. The teaching hours are identical.

In the high schools, there is no average figure that can be arrived at, other than the general teaching load. The size of class allowed is dependent on the subject matter to be taught, the personality of the teacher, the strength of his voice, and the size of his classroom. Subjects which are considered adaptable to larger groups include commercial law, commercial geography, Texas and United States history, civics, economics, and, in some instances, public speaking. For the usual academic subjects 30 to 40 students constitute most classes. For the above named courses the figure sometimes runs to 60 or 70. The minimum number desired is 20, but such classes as Advanced Latin are sometimes as small as 8 or 10. The thesis is maintained that size of classes does not materially affect teaching efficiency. Through a study of comparative figures of class sizes and number of failures, the high school supervisor has reached the conclusion that increase in size cannot be correlated with increase in failures and is opposed to the suggestion of the National Education Association to limit all classes to 30 students. The average teaching load is about 150,

sometimes running as high as 200. There are five teaching hours a day, with one or two exceptions of instructors who have consistently large classes. Their hours are reduced to four a day.

The Negro high school is operated in two shifts -- one from 8:00 a.m. to 12:30 p.m., and the other from 12:30 to 4:00 p.m. The average class here is 45 with no maximum or minimum set. The average teaching load is 180 students. The supervisor pointed out that in view of the fact that there were always so many absentees and since the teaching day was over at 12:30 p.m., "leaving all afternoon to do as they pleased", the teaching load was actually no heavier than that of the white schools. There are four and one-half teaching hours in the Negro teacher's day.

There are a total of 1,469 teachers in the Dallas system, Of this number 1,260 are white instructors for 40,856 students, and 209 are Negro for 8,524 students. In the white elementary schools, there are 869 teachers for 29,309 students and in the Negro, 158 teachers for 6,959 students. In the white high schools there are 391 instructors for 11,547 students, and in the Negro high school 51 instructors for 1,565 students.

Curriculum

Of the curriculum offerings in the high schools, the widest program range is that in the Technical High School which offers its enrollees opportunities for either academic work or that designed to fit them for vocations. The other 5 white Dallas high schools are primarily of a general education or college preparation nature and, with the exceptions of typewriting, shorthand, and a few similar commercial subjects, their curricula fall entirely within this field. The Negro high school offers still less than either of these in the way of academic subjects and those of a

vocational nature are almost unknown.

Enrollments were checked in each subject for the year 1936-37 and by more or less arbitrary classification of the offerings, the following reveals the actual percentages of the total enrollments according to the general nature of the subject.

TABLE 3 -- PERCENTAGE DISTRIBUTION OF TOTAL COURSE ENROLLMENTS OF DALLAS HIGH SCHOOL STUDENTS, ACCORDING TO TYPE OF STUDY FOR 1936-37

High School	1 Academic	2 Border-line	3 Vocational	4 Unclassified
All high schools	60.46	4.71	15.96	18.87
Negro high school	84.06	4.24	6.59	5.11
5 academic high schools	61.49	5.20	12.81	20.48
Technical High School	42.36	2.87	34.83	19.92

1. Includes mathematics, English, languages, public speaking, science, social sciences (including history and civics).
2. Includes clothing, foods, household chemistry.
3. Includes bookkeeping, commercial arithmetic, business economics, journalism, commercial law, shop, commercial geography, architectural and mechanical drawing, salesmanship, shorthand, typing, comptometry, advertising, commercial art, business psychology, machine accounting, office practice, pottery, printing, household mathematics.
4. Includes chorus, orchestra, band, military, physical education.

Three laws in Texas relate to instruction in high schools.

1) All instruction, except that necessary in the teaching of foreign languages, shall be given in English.

2) All pupils are now required to pass a successful examination on certain phases of the United States and Texas Constitutions before graduation. This may be satisfied through the years of study of American History or a course in Civics.

3) All pupils are required to take Physical Education throughout their high school period, although boys may substitute Military Training or athletics in part for the regular Physical Education course. This law is not observed in regard to the Negro high school.

Counseling

Counseling, in the Dallas high schools, consists of the effort which one teacher, known as the Senior Counselor, in each school devotes to seeing that, as pupils approach graduation they have the proper distribution of credits to permit them to receive diplomas; and second, one period of 45 minutes a day devoted by one teacher in each school to special guidance work. Most of this time is spent in recommending vocational books for the library, in arranging for outside speakers to address groups, or the entire school assembly, on various occupations, and in occasional individual or group conferences. More intensive work is done in the Technical High School where one teacher devotes almost her entire time to the matter of placement and guidance service. In no instance, however, are aptitude tests or the usual devices of vocational counselors employed.

Evening Schools

The Dallas Public Evening Schools are open to anyone who is not enrolled in the day schools. Fees include an enrollment fee of $2.00, a fee of $3.00 for the first class, $2.00 for the second, and $1.00 for each additional class, plus laboratory fees:

Pottery	$ 8.00 per year
Sculpture	10.00 per year
Comptometry and Bookkeeping	3.00 for 5 weeks (2-hour class)
Electric and Gas Welding	7.50 for 5 weeks (3-hour class)

An additional fee of $3.00 is charged those who desire high school credit for their work.

During the year 1936-37 there was a net enrollment in the 8 centers in which these schools are conducted of 3,313, the average belonging[1] was 1,790 and average attendance 1,339. The average cost was $2.21 per person.

Of the teachers, there were:

White Male	53
White Female	39
Negro Male	4
Negro Female	9

The enrollment included 3,024 whites, of whom 1,410 were male and 1,614 female, and 295 Negroes, of whom 44 were male and 251 female. The age range extended from 12 to 69, with an average age for males of 23.9 years, for females 25.9 years, and for the total group of 25 years. The median age for males was 22.68 and that for females was 23.8. Of those enrolled, 251 were within the scholastic age.

The majority of the students are employed from 8 to 85 hours per week, with wages ranging from $2.50 to $100.00 per week. The average working hours are 44 and wage $21.69 per week.

Classes are held between the hours of 2:00 and 9:00 p.m., most of them beginning at 5, 6, and 7 o'clock.

The Director of these Evening Schools believes that there should be more subsidization by the Public School System, making possible lower fees and a wider range of subjects. Many of the drop-outs, he feels, are accounted for on the basis that people come to learn a specific thing and having reached that point, no longer wish to continue.

1. The term used to designate those continuing in regular attendance.

12. The [illegible]

Many additional facts could be presented concerning the public schools, their operation, and community relationships. Comment is made later upon the health program, and upon recreational uses of school facilities, and the extent to which youth lack the type of education and training which would be of greatest benefit in meeting their problems. At this point, however, the following seem in order:

1) The unpaid School Board has remained relatively free from political influence, and rendered a reasonably high character of public service.

2) An adaptation of the platoon system has resulted in remarkably efficient use of school buildings.

3) A cafeteria system which provides good meals at low cost has been developed.

4) Records appear to be accurate and comprehensive, except in the matters of the social history of the individual student.

Less favorable is the evidence in some other regards:

1) Discrimination against the Negro is evident in the provision of buildings, the allocation of teachers, and the offerings of the curriculum.

2) The ineffectiveness of the present means of enforcing the compulsory attendance law.

3) Adequate guidance and counseling is woefully lacking.

4) Only 15.96% of the course enrollments are in vocational subjects.

5) Fees at the Evening Schools are unnecessarily high in view of the average cost and number of scholastics for which the State actually pays the city $19.00 per scholastic.

PART FOUR. HEALTH FACILITIES

Fundamental to all youth activities is sound physical and mental health. One member of the Dallas Youth Study staff, therefore, spent the greater part of two months in an examination of the extent and character of the facilities devoted to the preservation and restoration of health among the youth of Dallas. The problem was, of course, complicated by the fact that the majority of such institutions serve all age groups and that what is actually being done for youth is seldom isolated. Nevertheless, the co-operation given by the many public and private agencies revealed situations and conditions relevant to the life of youth.

From the standpoint of elementary physical conditions, Dallas is favorably situated. The chief climatical hazard to health, other than the excessive heat of summer, lies in the abrupt changes which occur in winter, when mild periods terminate suddenly in "northers", characterized by rapidly falling temperatures and often by sleet and ice. Those without sufficient clothing or fuel have no time in which to prepare themselves, even through the expedient of asking for charity.

As shown above[1], the growth of Dallas preceding 1930 was rapid. During the twenty-year period (1910-1930), the population almost trebled and between 1920 and 1930, over 100,000 people were added. Needless to say, this population growth carried with it a variety of health problems, especially growing out of housing conditions. In spite of the fact that by 1933 26,186 acres had been taken into the city, which gave an average density of only 10.7 persons to the acre, there were areas of overcrowding. There is, however, sufficient

1. Part One, p. 3.

potential residential area to accommodate all persons under healthful living conditions. The construction of sound and sanitary housing failed to keep pace with population growth prior to 1930, and in addition, the rapidly expanding trade and industrial centers destroyed the desirability of many areas formerly housing portions of the population. This intrusion of industry in the residential areas, as is pointed out elsewhere[1], has affected the amount spent on keeping housing in a state of good repair. Housing conditions detrimental to health as revealed in the Real Property Inventory made in 1934 are shown on Pages 30-32.

One can readily see that during the long period of rapid expansion, when the rate and direction of growth were unpredictable, how difficult it was, without unduly burdening the tax structure, to provide funds sufficient for the capital outlay required in the provision of health and educational facilities. While growth during the past seven years has by no means been as rapid, the nature of the economic situation checked public building. Even the subsidies of the Federal Government for such purposes were not taken advantage of except in the instance of additions to the City-County Hospital (Parkland). The arrival at a more stable rate of growth and a somewhat improved economic situation will no doubt make possible more adequate social planning in the future.

Section 1. The Race Factor in Health

In addition to the complications presented by a rapidly expanding population, the existence of three racial and national stocks — native white, Mexican and Negro — has made the problem even more difficult. There is a general

1. Part Two, pp. 11-13, 18.

opposition to the use of the same health facilities by all three of these groups and segregation is a popular demand by the white group. A rather typical example was the demand made on Parkland Hospital that separate delivery rooms be provided. The condition bring forth this protest has, to some degree, been met by recent additions to that unit.

It is very difficult to arrive at any conclusions as to just what the differences are in the health problems of these three groups. The statistics prepared by the Public Health Department are inadequate in two respects:

1) So few of the actual cases of communicable diseases are reported that it is impossible to determine the extent of these.

2) Death rates are not computed by racial groups.

From the report of the Vital Statistics Bureau on principal causes of death, 1935-36, we were able to determine the following:

On an estimated population in 1935-36 of 298,000 and a total number of 3,580 deaths, we computed the crude death rate for this year as being 12.01 per thousand estimated population. The Table below shows death rate for each of these three groups from the more significant of the principal causes.

TABLE 4---DEATHS per 100,000 ESTIMATED POPULATION, by PRINCIPAL CAUSE, for FISCAL YEAR 1935-36[1]

Cause	Total	White	Negro	Mexican
Pneumonia	123.1	80.16	317.77	433.3
Syphilis	22.8	8.50	95.55	66.7*
Tuberculosis	42.9	29.15	100.00	183.3
Diphtheria	8.38	7.29	13.33	16.7*
Cancer	104.69	110.53	82.22	33.3*
Influenza	33.89	29.15	55.56	66.7*
Homicide	30.87	6.88	162.22	33.3*
Typhoid	2.01	.81*	8.89*	-

1. Computed from Principal Cause of Death for the Fiscal Year 1935-36, Bureau of Vital Statistics, Department of Public Health, Dallas, Texas.
* Based on less than 5 deaths.

Disease	Index
Typhoid	0.22
Hookworm	3.[illegible]
Influenza	[illegible]
Cancer	[illegible]
Diphtheria	[illegible]
Pneumonia	[illegible]
Malaria	[illegible]
Tuberculosis	[illegible]

1. Computed from Statistical Abstract of the United States, 1920, page [illegible]

The effort is often made to explain away differences such as those revealed in Table 4 on the basis of a racial susceptibility to certain forms of disease. It is extremely difficult to prove the extent to which such differences are due to racial susceptibility and to what extent to inadequate housing, mal-nutrition, lack of sanitation, over-crowding, and lack of health education. A study of mortality statistics prepared by the United States Census Bureau[1] reveals that among cities of 100,000 or more, Dallas, for 1932, showed highest death rates among colored for diphtheria, was tied with Chattanooga for the highest death rate among colored for influenza and pneumonia, was second only to Chattanooga in deaths from typhoid and para-typhoid fever, but ranked 25th in deaths among colored from tuberculosis among 31 cities reporting this disease, by color. Even here, though, the deaths among the colored population was five times as high as those for whites.

The death rate from all causes for the colored population compared favorably with other cities in 1932, ranking 16th among 31 cities reporting. Attention is called to these racial differences and comparisons only to illustrate the need of more vigorous health campaigns for these groups.

Section 2. Indices of Recent Progress in Public Health

The following Table showing deaths by years from a few of the principal causes may illustrate the success or failure of public health measures in combatting these diseases. It should be remembered that in the period covered by the Table, the population was increasing constantly and, as will be shown later, public health expenditures reached their lowest mark since 1920 and that the period of economic stress aggravated many of those diseases of a

1. Mortality Statistics, 1932, United States Census, pp. 8-26.

Section 2. [illegible]

1. [illegible]

dietary nature.

TABLE 5---NUMBER of DEATHS from 6 PRINCIPAL CAUSES in DALLAS, TEXAS, for EACH YEAR, 1931-1936

Cause	1935-36	1934-35	1933-34	1932-33	1931-32
Tuberculosis	128	126	127	142	139
Pneumonia	367	313	293	257	267
Diphtheria	25	11	29	34	41
Typhoid	6	8	16	10	23
Syphilis	68	58	69	45	52
Influenza	101	59	43	147	69

These comparisons are sufficient to show that much romains to be done in combatting these diseases, most of which lend themselves to correction if public health measures are sufficiently vigorous.

A further index of the general health of the community (although a fairly delicate one) is the infant death rate. The Vital Statistics Bureau shows:

	1935-36	1934-35	1933-34	1932-33	1931-32
Infant death rate per 1,000 live births	71.6	71.4	72.1	85.2	77.7

This shows that some improvement in the last two years has been made in this regard. That this is still inadequate is shown in the Public Health Conservation Contest sponsored by the United States Chamber of Commerce, which sets as a reasonably adequate standard an infant death rate of less than 50 per 1,000 births, or, for cities having about 70 infant deaths, a 15% reduction each year over the average for the preceding five years.

dietary returns.

Cause	[illegible]	[illegible]
Tuberculosis	183	[illegible]
Pneumonia	587	[illegible]
Diphtheria	26	[illegible]
Typhoid	[illegible]	[illegible]
Syphilis	[illegible]	[illegible]
Influenza	[illegible]	[illegible]

[illegible] so commercial [illegible] [illegible]
in combati[illegible] these diseases, [illegible] [illegible] it
public [illegible] measures are [illegible]

A further index of the general [illegible] [illegible] a dairy
district one) is the [illegible] [illegible] [illegible]:

Infant death rate
1,000 live births [illegible]

This shows that [illegible] [illegible]
ries. That his [illegible] [illegible]
tion Combats [illegible] [illegible] [illegible] as
a reasonably adequate [illegible] [illegible] 1,000
births", or, for [illegible] [illegible]
[illegible] over the average for [illegible]

On this basis Dallas achieves a rating of 51 of the standard 100 points for the year 1935. In the same year Dallas' maternity mortality rate was 6 deaths per 1,000 births, compared to the standard of 4 or less deaths. This brings out further significant health problems.

Section 3. Health Hazards of Youth

In addition to the information secured on the youth interview Schedules[1], it seemed advisable to secure some information regarding the specific health hazards of the youth population. Two methods suggested themselves as being suitable to the time which could be allotted to this phase of the Study, the first of these being an age distribution chart of the cases reported to the Bureau of Vital Statistics. These are presented in Charts 1 through 4.

The hazards are revealed by the fact that although the age group, 12 through 24, comprises 23.84% of the total population and the group 16 through 24 comprises 17.87%, the following percentages of reported cases[2] of these four diseases fell in this age range.

TABLE 6---NUMBER and PERCENTAGE, FALLING WITHIN THE YOUTH AGE RANGE, of 4 DISEASES REPORTED to THE DEPARTMENT OF PUBLIC HEALTH, DALLAS, TEXAS, 1935

Disease	Total Number of Cases	Age Range			
		12-24		16-24	
		No.	%	No.	%
Tuberculosis	223	44	19.73	31	13.90
Syphilis	1,157	350	30.25	336	29.00
Diphtheria	310	75	24.19	47	15.16
Pneumonia	338	32	9.46	26	7.69

1. Part Ten, Sec. 5; Part Eleven, Sec. 5; Part Twelve, Sec. 5.
2. These figures should in no sense be taken as representing the actual prevalence of these diseases, for the United States Public Health Survey of 1936 revealed that Dallas physicians were reporting only a limited proportion of actual cases.

As these figures show, youth who fail to receive diphtheria immunization in infancy, when it is most effective, continue to be subject to the disease throughout the age range and the number of reported cases seems sufficient to justify more vigorous measures toward immunization. As Dr. J. W. Bass, Director of the Health Department, said in his Quarterly Bulletin for April-May-June 1935,

> "The immunization program of the Health Department has demonstrated very conclusively that diphtheria can be prevented through the administration of toxoid and indicates that the total elimination of diphtheria is entirely possible. .....We have made considerable progress in the elimination of diphtheria in Dallas and the danger at present is that the low diphtheria rate will tend to make people indifferent to the dangers of the disease....."[1]

Much more serious to the present youth group, however, is the extent of syphilis which rises sharply around the age of 16. While youth should benefit from the enlarged Venereal Disease Clinic of the City-County Hospital and the general public attention aroused by Surgeon-General Thomas Parran, it is too early to note any significant effects of these. In reporting to the public, Dr. Bass called attention to the wide prevalence of syphilis:

> "Over fifty per cent of all infection of syphilis and gonorrhea occurs between the ages of 15 and 30....The disease is 6 to 8 times as high among Negroes and very poor whites as it is among white people of the upper economic strata of society.....Sufficient medical knowledge is already at hand to practically eliminate the disease in a generation if it were only applied in an effective manner .....In Sweden where public health authorities have relied altogether on treatment there has been a 94% reduction.....A campaign of early treatment, education and follow-up work, epidemiological investigation, for five or ten years offer greater possibilities than a campaign for elevation of public morals and suppression of prostitution could offer in five hundred years....."[2]

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1. Quarterly Bulletin, April-May-June 1935, Department of Health, Dallas, Texas; pp. 3, 4.
2. Quarterly Bulletin, July-August-September 1936, Department of Health, Dallas, Texas; pp. 2, 3.

There seemed to be another simple way in which some determination might be made to indicate the proportion of illness among the youth age group. This was to secure an age distribution for a few large samples of clinic loads. Samples were taken from clinic records, 2,226 cases from the City-County Hospital Clinic and 472 cases from Baylor Hospital Clinic. These were all cases of any kind of illness occurring in a given period. The results giving age distribution are shown in Charts 5 and 6. While the shaded portion of the Charts excludes, for the sake of convenience, those aged 12, these are included in the following Table.

TABLE 7---NUMBER and PERCENTAGE of CASES FALLING WITHIN the YOUTH AGE RANGE in 2 SAMPLES of CLINIC RECORDS

Clinic Sample	Total Number of Cases	Age Range			
		12-24		16-24	
		No.	%	No.	%
City-County (Parkland) Sample[1]	2,226	608	27.3	486	21.80
Baylor Sample[2]	472	144	30.5	124	26.26

1. Cases of year 1935
2. Consecutive cases registered during August 1935 and December 1935

These samples, coming as they do from public or semi-public clinics, indicate that among the lower economic levels there is either a prevalence of disease among the youth population larger than its proportion of the total population, or this group has greater difficulty in obtaining the services of private physicians and hospitals.

Some statistics concerning the age distribution of a sample of mothers were also secured from the City-County Hospital obstetrical records. The age distribution of 502 mothers in births recorded by the hospital is shown in

Chart 7. Sixty-five and five-tenths per cent of these births were to mothers age 24 or less — the youth group. A compilation was also made of cases of first births by age grouping of mothers.[1] The fact that 93% of these white primiparae studied and 87% of a similar colored sample are of births to mothers 24 or under validates the conclusion that this group should be prepared for parenthood and child care, studies which have but small place in our present educational processes.

These sample studies and morbidity records, while representing in some cases only the low economic level and in other cases an incomplete picture, should do much to dispel the notion that the youth group is an unusually healthy one when compared with other portions of the population. The specific health hazards are syphilis, a disease which has been practically stamped out in some countries by vigorous public health campaigns, tuberculosis, diphtheria, and the hazards of childbirth. All of these suggest the necessity for intensive health campaigns as well as facilities for their treatment or prevention.

Section 4. Health Agencies

City Department of Public Health

The new City Charter, which became effective in 1931, placed the conduct of the Public Health Department in the hands of a Director, and an Advisory Committee of three, replacing the unwieldy health board of twenty-four members which formerly existed. Dallas has been exceedingly fortunate in the character

1. It should be borne in mind that in making social interpretations of these figures, that the City-County Hospital cases are representative of only a low economic level in the community; also that these are small samples. Comparable figures from the Vital Statistics records covering the whole population might or might not modify these statistics.

and fitness of the members of the Public Health Advisory Board who serve at the pleasure of the City Manager. Likewise, the present director of Public Health, who has long been affiliated with the Department, received special training in public health as a recipient of a scholarship awarded by the Rockefeller Foundation in 1935. The Department is organized as indicated in Chart 8.

The personnel of the Department consisted at the time of the report to the United States Public Health Service in 1936 of one Director, six staff physicians, one sanitary engineer, two veternarians, nine nurses, one social workers, one director of laboratories, eight clerical workers, and 30 employees not included under these classifications. These employees draw salaries totalling $91,265.00. All of these 59 employees are under the City Civil Service with the exception of the Director himself and three laborers. It is fair to say, therefore, that appointments within the Department are as free from political control as possible.

The budget figures for the Department for the years since the reorganization are as follows:

1932-33	$ 107,122
1933-34	101,543
1934-35	106,286
1935-36	111,415
1936-37	115,681

The per capita expenditures for the Department for the past 14 years may be of interest:

Year	Population	Appropriation for Health Department	Per Capita Expenditure
1922-23	188,347	$ 140,496	.74
1923-24	198,766	112,050	.56
1924-25	209,185	96,969	.45
1925-26	219,606	94,660	.43
1926-27	230,025	100,331	.43
1927-28	241,175	112,431	.46
1928-29	250,325	112,383	.44
1929-30	260,475	114,945	.44
1930-31	266,000 (estimated)	121,203	.45
1931-32	272,000 "	112,420	.41
1932-33	278,000 "	107,122	.38
1933-34	282,000 "	101,543	.36
1934-35	286,000 "	106,286	.37
1935-36	292,000 "	111,415	.38
1936-37	298,000 "	115,681	.38

Since there is no absolute standard by which it can be determined what any city should spend for efficient promotion of public health, what Dallas is spending in this regard may be compared with what is being done in other cities of its approximate size. This is an extremely difficult comparison to make since functions of the health departments vary widely in American cities. Some, for instance, include expenditures on health service for school children which, in Dallas, is performed by the health department of the public school system. For this reason, the Sub-committee on Current Practices of Health Departments of the Committee on Administrative Practices

of the American Public Health Association has collected its data on budgets, recording expenditures through official health agencies for all services other than hospitalization, institutional care, medical relief, garbage collection and disposition, capital outlays and depositions. Expenditures by Boards of Education for medical and nursing service are also included as expenditures for services constituting an accepted public health program of the usual urban community. According to the figures released by this Sub-committee in 1935 on all these expenditures for cities of 250,000 to 500,000, the average per capita expenditure is as follows:

Year	Average	Maximum	Minimum
1930	$ .809	$ 1,802	$ .53
1931	.812	1,803	.406
1932	.87	1,005	.413
1933	.732	1,698	.377

As recorded by this Sub-committee in 1935 Dallas expenditures for similar services were $.529.

The services of the Department of Public Health come under five heads as shown in the organization chart.

The Division of Engineering and Inspection performs[1] the routine food and

1. The problems of the Engineering and Inspection Division were greatly increased in 1936 by the Centennial Exposition held within the city limits, with an attendance in excess of six million admissions. The Department made every effort in advance of the opening of the Exposition to lay down regulations in accordance with state laws and city ordinances designed to afford health protection. Restaurants, other food shops, and demonstrators distributing food samples were required to comply in every respect with city and state laws. Before erection of buildings, the Chief Inspector reviewed all plans, requiring sanitary accommodations usually called for in such construction in the city, such as screening, fans, toilets and lavatories for each color and sex of employee, proper disposal of refuse, etc. Also, all food handlers were inspected for chest and skin diseases and amoebic dysentary. Attendants for children, as in nurseries on the grounds, were required also to have negative tests for diphtheria and scarlet fever. That these services were performed adequately during the Exposition appears evident from the generally healthful conditions that prevailed in the community during that time and the cleanliness of the food places at the Exposition as commented upon by visitors.

sanitary inspections necessary to a city the size of Dallas. Dallas has streams of water which become largely stagnant in the long dry summers, necessitating considerable work each year in channelling and oiling creeks to keep down malaria. This control is a further function of the Division.

The present milk ordinance of the city was passed January 20, 1930. The following ratings of the United States Public Health Service show the steady improvement affected by systematic inspection since that time. Rating is based on percent compliance with the United States Public Health Milk Ordinance and Code:

	1930	1932	1934	1936
Status of Pasteurizing Plants (% compliance)	.46	.93	.94	.97
Status of Retail Raw Milk Dairies (% compliance)	.77	.93	.97	?
Status of Wholesale Raw Milk Dairies (% compliance)	.52	.94	.95	.98
Status of Enforcement Measures (% compliance)	.51	.98	.99	?
Per Capita Consumption (pints)	.68	.76	.80	?

As a consequence of these ratings, Dallas has been awarded three consecutive honor roll ratings (90% or better) by the United States Public Health Service.

The Laboratory Division of the Public Health Department is manned by five employees, headed by a woman chemist of long experience. Sinc 1930 the water supply has been accredited by both the State Health Department and the United States Public Health Service.

The Division of Vital Statistics, third of the five Divisions, records all births and deaths in the city. This Division is in charge of a registrar who has two assistants.

The Emergency Hospital Unit, charged with the administration of aid in cases of accident or injury or where prompt treatment is necessary, is the fourth of the Divisions.

The fifth is the Division of Communicable Diseases, charged with the responsibility of enforcing measures of quarantine and isolation which protect the community's health. In addition, this Division renders bed-side nursing care and conducts health centers in neighborhoods for teaching, and immunization of those financially unable to obtain the services of private physicians.

School Health Department

Ranking next to the Public Health Department in its relationship to the youth group is the Department of Health Work of the Public Schools, providing primarily for health inspection services and an educational program.

On a budget of approximately $32,000.00 a year, a small portion of which is contributed by the Federal and State Governments, this Department maintained a staff of 24 persons, including a physician, dental hygienist, and 19 public school nurses, who in the course of their duties made approximately 2,000 home visits, suggesting pre-school hygiene, gave 64,219 health inspections by nurses, 9,879 examinations by physicians, and 9,424 dental examinations during the course of 1934-35.

The work of this Department is restricted to pre-school and grade school children and is purely a diagnostic service, individuals in need of treatment being referred to other health agencies in Dallas.

The educational program involved in the same year some 150 lectures on child hygiene, 7 radio talks, and the distribution of 5,000 articles of

printed matter on the same subjects, as well as a showing of four motion pictures on tuberculosis. The control of this health agency rests with the School Board.

Dallas Child Guidance Clinic

Special mention should perhaps be given to the operation of the Dallas Child Guidance Clinic, founded as a community demonstration by the National Committee for Mental Hygiene in 1923 and financed since that date as a member agency of the Dallas Community Chest. Between the founding of the Clinic and the rendering of the annual report covering the year ending November 30, 1935, 4,698 individual cases were registered, and during the year ending November 30, 1935, 1,037 cases were contacted, of which 374 were staffed.

Several interesting things appear from this annual report, among them being the fact that while only 23.5% of the cases were referred to the Clinic by schools, 74.89% of the cases were attending school, which would indicate that as yet there has been no full awareness on the part of school teachers of their function in detecting mal-adjustments and referring them for treatment. Also interesting to note is that although it is stated that

> Physical defects per se and alone seldom act to specifically condition the total behavior reaction seen in the problems of a mental hygiene clinic.

584 physical defects were discovered, of these the largest number (135) being eye, ear, nose, and throat variations and the second number being the 106 who were more than 7% under-weight. A further interesting statement is that which follows Table 8 giving the economic status of the new cases staffed. The Table and statement follows:

Dallas Child Guidance Clinic

Special meeting held [illegible] the Dallas Child Guidance Clinic, [illegible] Chamber [illegible] for [illegible] the [illegible] agency of the Dallas [illegible]. [illegible] the regular [illegible] 30, 1938, 1,037 cases were [illegible], of which [illegible] 6,[illegible] individual cases were [illegible], [illegible] being the first that [illegible] by school, 74.8% of [illegible] of their Function [illegible] ment. Aims [illegible]

[illegible] by the Dallas.

[illegible] like psychical [illegible] Yo. may, [illegible] were [illegible] Dallas Child [illegible]

TABLE 8---ANALYSIS of ECONOMIC STATUS of 325 NEW CASES STAFFED in 1935

	Number of Cases	Percent
Total	325	100.0
Affluent	5	1.5
Comfortable	7	2.0
Moderate	53	16.3
Marginal	96	29.5
Dependent	164	50.7

It is seen in the above Table and in the one to follow, showing the frequency of problems in unemployed families, that the incidence of economic limitation continues to range high among the children examined; and among this group personality instability is highly prominent. In the individual child the relation of financial distress and emotional insecurity is definitely seen and doubtlessly explains why the child of average or normal intelligence, who previously has been able to adapt quite satisfactorily, now frequently shows symptoms of distress from inadequacy of functioning in a given situation. This same circumstance is shown even more specifically in the child of unemployed parents whose personality instability has attracted notice since 1931, and who continues to show a steady rise in percentage of personality problems in this group.

TABLE 9---FREQUENCY OF SERIOUS BEHAVIOR AND PERSONALITY PROBLEMS IN CHILDREN OF 126 UNEMPLOYED FAMILIES

	1931	1932	1933	1934	1935
Behavior Problems	33.0%	33.1%	56.1%	47.2%	34.0%
Personality Problems	64.0	80.0	80.2	99.2	69.0

Other Health Agencies

In summary form, the outstanding features of other health agencies operating in Dallas are presented as follows:

Name of Agency	Type	Control	Out-Patient Clinic Service	Service Charge
City-County Hospital (Parkland)	General	Governmental (City-County)	27 clinics per wk. all classifications	75% pay no fee; all fees less than 25¢
Baylor University Hospital	General	Church (Baptist)	23 clinics per wk. all classifications	50¢ for first visit; 25¢ for each re-visit
St. Paul's Hospital	General	Church (Catholic)	14 clinics per wk. different classifications	None
Methodist Hospital	General	Church (Methodist Episcopal South)	5 clinics per wk. all classifications	Less than 25¢
Freeman Memorial Presbyterian Clinic	Pediatric	Private (charity)	Charity pediatric clinic covering all related diseases of childhood	None
Dallas Birth Control Clinic	Birth Control	Private	Birth Control Clinic	None
Baylor Dental Clinic	Dental	Church (Baptist)	Dental	To cover cost of material
Dallas Tuberculosis Ass'n.	Tuberculosis	Private	Tuberculosis	None
Scottish Rite Crippled Children's Hospital	Children	Private (fraternal)	1 orthopedic clinic per week	None
Bradford Memorial Hospital	Children	Private (Board of Trustees)	1 pediatric clinic; 5 sessions a week	None

Name of Agency	Type	Control	Out-Patient Clinic Service	Service Charge
Dallas Child Guidance Clinic	Psychiatric	Private	None	None
Infant Welfare Stations	Pre-natal and infant	Private	Pre-natal examinations; eye, ear, nose, and throat examinations for infants; vaccinations given through County Health Department	None
Health Centers	Teaching	City Dep't. of Public Health	Immunization of children against diphtheria, small-pox, and typhoid; instruction to mothers in pre-natal and post-natal care	None

While some of these agencies render services of such nature that beds, bassinets, and incubators are not required, the others furnished the following figures on capacity and occupancy for 1935:

Name of Agency	Rated Capacity		Average Occupancy	
City-County Hospital (Parkland)	Beds	260	Beds	240
	Bassinets	35	Bassinets	25
Baylor University Hospital	Beds	350	Beds	205
	Bassinets	50	Bassinets	30
St. Paul's Hospital	Beds	270	Beds	203
	Bassinets	30	Bassinets	16
Methodist Hospital	Beds	82	Beds	51-53
	Bassinets	18	Bassinets	10-17
Freeman Memorial Presbyterian Clinic	Beds (day service only)	9	- - -	
Scottish Rite Crippled Children's Hospital	Beds	42	Beds	37
Bradford Memorial Hospital	Beds	60	Beds	27
	Incubators	5	Incubators	2½

Methods of Establishing Need for Out-Patient Clinical Service:

Since local physicians contribute their time to all out-patient clinics, an eligibility scale for such service has been set by the Dallas County Medical Society. This is that the family income for man, wife, and child must not be greater than $75.00 per month or $9.00 for each additional child. Where illness, death, or unemployment has caused undue stress, exceptions are made. Not subject to these requirements are the Scottish Rite Crippled Children's Hospital, which renders service to children from all over the State, the Baylor Dental Clinic, which is a teaching clinic, and the Dallas Child Guidance Clinic. In other Clinics, social workers investigate families who apply for health service to determine their eligibility on the scale outlined above.

Summary

Summarizing the material presented in this section on the general health conditions in Dallas with special reference to youth, we find the following to be true:

1) The provision of public health facilities has failed to keep pace with the rapid expansion in population.

2) Mortality rates are exceedingly high for Negroes and it is evident that a concerted public health campaign should be made for this group.

3) Both infant and maternity mortality rates are far higher than the accepted standard and health programs for youth should take cognizance of the fact that almost all first births occur to mothers within the age range, 14-24. The City Health Department and some of the Clinics are attempting to meet this problem, but wider attention should be given to it.

4) Among the 12-24 year age group, syphilis, tuberculosis, diphtheria, and pneumonia are morbidity hazards and should be combated with vigorous health measures.

5) Per capita public health expenditures in Dallas decreased from 74¢ in 1922-23 to 36¢ in 1933-34. Since that time they have risen to only 38¢ and are far below the average for cities of the same size in the United States.

6) The school health program is a diagnostic service only and is confined to pre-school and grade school children.

7) Cases referred to the Child Guidance Clinic for treatment showed high prevalence of physical disorder, especially under-weight conditions and disorders of the eye, ear, nose, and throat; and showed high incidence of cases from dependent or marginal homes, indicating that unwholesome living conditions take a heavy toll in mental as well as physical illness.

8) Finally, when viewed as a whole, health agencies in Dallas render a great variety of clinical services, but are largely concentrated in two areas, which means that many patients must travel long distances. Schemes of eligibility determined by the Dallas County Medical Society fail to take account of varying degrees of ability to pay for services received.

PART FIVE. PUBLIC RECREATION

Introduction

The assumption of responsibility by governments for the provision of facilities and activities for the occupation of free hours has been a recent development, the first playground having come with the turn of the century. With the growth of the realization that under modern urban conditions, unless there was widespread recreational provision and supervision, governments would have to meet the cost through either health correctives or the social correctives of jails, reformatories, and Juvenile Courts, there has been a growing attempt to meet the needs. As attention was called to the problem, there has been a growth of knowledge concerning the best ways to meet these needs, a development and testing of various techniques, and the development of a group of leaders skilled in techniques and with a definite philosophy concerning the problem and ways of meeting it.

More recently there has gradually evolved a set of standards which any city may reasonably be expected to meet as a part of its public responsibility. The best expression of these is to be found in the revised schedule for appraisal of community recreation published by the National Recreation Association. While not entirely applicable to the situation in Dallas, this appraisal sheet was used as a guide for gathering information as to the adequacy of the present recreational facilities publicly provided. By the most liberal interpretation of these standards, the recreational provisions in Dallas could be considered as only 65% adequate at the time of the appraisal, October 1936. In the description which follows information used in

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lished by the National
applicable to the
as a guide for
recreational facilities
interpretation of these
could be considered a
October 1926. In the

the appraisal is supplemented by additional facts and observations.

Section 1. Properties and Their Locations

The administration of the recreational system of Dallas rests in the hands of a five-member Board appointed by the City Council for terms of two years. This Board, known as the Park Board, is charged with the responsibility of all park properties and facilities, these being a total of 84 park properties of which 56 are equipped playgrounds and 5 are community houses. Dallas has a total acreage of 4,307 acres in park properties which would more than meet the standard of one acre to each one hundred of the population, but as Mr. Eugene T. Leis, Field Representative of the National Recreation Association, pointed out on his visit to Dallas in the summer of 1936,

1,824 acres represent water areas
281 acres are outside the city limits
3,200 acres are at the very edge of the city.

Thus, a total of 3,481 acres or 79% of all park property are in outlying areas. In addition to this, 62 acres are devoted exclusively to scenic areas or useage which, while adding materially to the beauty of the city, cannot be considered as available for recreation purposes. Furthermore, only 29 acres are open to Negroes or, accepting the standard of one acre for each one hundred of the population, the Dallas Negroes should have 311 additional acres of park property.

Looking back over the history of the acquisition of these areas, one is struck by the fact that they have been acquired from time to time as need, a pressure group, or political strategies made advisable. No major plan of developing these facilities in accordance with the growth and direction of the city's population has been followed. This

may in part be explained by the rapid growth of the city in directions that could not be foreseen in advance. As in the provision of other social facilities, the more stable rate of growth which has now been attained may make possible the exercise of greater wisdom in this regard.

When viewing Map 2 on which the park properties are located, several unserved areas stand out. This is true of the area bounded on the north by Mockingbird Lane, on the east by Greenville Avenue, on the south by Vickery Boulevard, and on the west by the Houston & Texas Central Railroad. It is likewise true of the area lying to the north of the St. Louis & Southwestern Railroad which blocks to some degree the usefulness of Craddock, the nearest park. This condition may be remedied, as it is now contemplated to make available a park area adjacent to the Federal Housing Project which is located near the center of this unserved region. Munger Play Park, strategically located on Haskell Avenue north of Ross Avenue, is inadequate to serve the area with an effective program for older youth. The area located between the Santa Fe Railroad on the north and Grand Avenue on the south and east of Pacific Avenue is heavily populated and near only one park, that of the Pan-American Exposition. This park property has for the past two years been used throughout the summer months for an exposition to which admission is charged. It contains in the extreme corner a demonstration playground and adjacent to this several permanent buildings to be used as the Civic Center. The admission charges naturally prevent its use as a play space, in addition to the fact that the unserved area is cut off from the grounds by a number of railroad tracks

and heavily trafficked thoroughfares. The area immediately surrounding the junction of Oakland and Forest Avenues is likewise unserved. This area is in the vicinity of Forest Avenue High School whose grounds are inadequate for any outdoor program. School officials, and members of the Dad's Club and of the Parent-Teacher Association of this school have united in their efforts to obtain some facility. It is quite likely that under the terms of the bond issue voted in the spring of 1937 the School Board may make this provision and a co-operative arrangement could be worked out to meet the need of a play area. The area south of Jefferson Street between Beckley and Tyler has no neighborhood facility in spite of its dense population. In addition, there are three areas, one west of Holmes Street and south of Metropolitan, another in the extension of the city boundaries into the West Dallas area, and a third the extension of the city in the direction of Lisbon which have no park facilities, but which as yet have populations too small to justify the operation of parks. The population trends in these directions should be watched carefully, however, for possible future acquisitions. It is unlikely that the first of these three areas will develop a population which justifies a park. The western portion of the area now known as Trinity Heights, known on the Census Tract map as area 49, is too distant from the nearest park to make use of it as a playground area for the younger children.

The situation in regard to playgrounds for Negro children is still less fortunate. The settlement in North Dallas which contains the largest number of Negroes has a well located park, but one which is inadequate in size or equipment to meet the needs of the whole area.

The settlement of Negroes around South Haskell Avenue below Grand Avenue is likewise without park or playground facilities. A third area, the entire district known as Lincoln Manor, is too distant from Wahoo, the largest Negro park, to make use of it as a neighborhood play area.

In the enumeration of these conditions, it should be remembered that in almost every instance there is a school which may have some play facilities and which usually has available areas which can be utilized as playgrounds. Under the Federal Recreation Project it has been possible to do this in a few instances during the last two years. This program, however, is not permanent and has been seriously curtailed at varying times.

Section 2. Facilities

According to the standards of the National Recreation Association, available areas should be used to provide children's playgrounds, neighborhood play fields for the older group and for special useages, such as swimming pools, tennis courts, and golf courses. In these regards, we find certain inadequacies existing.

First, regarding playgrounds, according to the standards there should be one supervised playground within easy walking distance (one-fourth to one-half mile not barred by heavily trafficked streets, etc.) of all children, and one acre for each 1,500 of the population. The playground should have a minimum size for the age group, 5-14 years, of two and one-half acres. Each playground must be considered from the standpoint of its location and size as well as the factors of equipment and supervision.

In Dallas it is extremely difficult to determine the exact number of acres used for children's playgrounds, as many of the parks are not marked into restricted areas and other portions serve two or more age groups with their hours of useage scheduled to avoid conflict. As best could be determined under these conditions, Dallas lacks 73 acres of meeting the total land requirement. Mr. Leis, on his visit, stated that 12 to 14 additional playgrounds were needed. The Park Board report on facilities states that there are 54 equipped playgrounds and an attempt was made to determine whether this equipment met the National standards. A special inventory taken by the playground supervisors revealed a considerable variation in the extent of equipment and in no case did the requipment reach the standard set.

A more fortunate situation exists in regard to play fields, the areas devoted to the older age group, and in this case we find the shortage in terms of area insignificant. The provision of special recreation facilities lags far behind the National standards. Mr. Leis in his report on his visit lists the needs as follows:

3 more 18-hole golf courses
31 more regulation baseball fields
50 more softball fields
68 more tennis courts
18 more outdoor swimming pools
26 more wading pools
10 more community centers
15 shuffle board courts (there are none now)
15 handball courts (there are none now)
15 volley ball courts (there is only one now)
15 basketball courts (there is only one now)

Section 3. Personnel

In considering the second of the four elements needed (namely, facilities, personnel, program, and financing), for a sound recreation program, we had great difficulty in rating personnel according to the National standards due to the fact that Dallas was[1] and is now sponsoring one of the Federal Recreation Projects, largely financed by the Works Progress Administration and the National Youth Administration. This program, temporary in nature, makes a larger staff possible, even though it is composed primarily of those of relief status, relatively untrained in recreation work. While this program is in duration, some of the regular staff members of the playground department have been elevated to supervisory positions in charge of special activities, thus giving the supervisory classification a higher rating than it would normally receive. For example, the National standard for a city the size of Dallas is four persons devoting full time to the supervision of special activities. Under the regular program Dallas has one full-time director and four who devote part time, while under the emergency program during 1936 it was possible to have three additional full-time persons and three regularly employed persons to devote full time to these activities. Likewise in the matter of playground directors, the regular program provided 26 for the summer period, while the emergency program added 43 who gave three-fourths of their time for the nine months operation period in 1936. Thus the regular program, which is only half the National standard, has been raised under these conditions, but

1. The program operated from February - November, 1936, and was renewed in March 1937.

still fails to meet the requirement of 54 year-round playground directors. Also, in regard to play leaders, which the National standard sets at 90 for a city the size of Dallas, we find the regular program provides none, while under the emergency program there was an average of five for the nine months period and 32 of its persons were reduced to this status during the summer months when the regular program employed playground directors. The National Youth Administration paid an average of 75 play leaders over this nine months period, but they devoted only one-third of their time and were, therefore, the equivalent of only 25 such workers.

According to the statistics reported in The Playground, Year Book Number, for April 1926, Dallas had in 1925 24 men and 36 women, exclusive of caretakers, of whom 24 were employed the year round in the Department of Parks and Playgrounds. These 60 workers were supplemented by 27 volunteer workers during that summer. In the Year Book Number for June 1936, the number of paid leaders had dropped to 11 men and 35 women and of this 46, only 13 were employed full time, no volunteer workers being used. During this ten-year period the population had risen from an estimated 194,000 to approximately 300,000. The expenditure for salaries in 1925 is reported as $98,000 and the official budget shows $95,441 for personal services in 1935-36. The expenditures for services of those officially classified as supervisors or recreational leaders is only $17,845.60.[1]

The training and qualifications of leaders and the method of selection were also investigated and it was discovered that by taking advan-

1. Proposed budget for 1936-37.

tage of the summer vacation of teachers and advanced college students specializing in recreation, it was possible to obtain for the regular personnel a relatively high calibre of leadership in spite of the low salaries that are paid. A brief examination and training period are given before the opening of the regular summer playground season. It is in this way that leaders are chosen from among the applicants. The situation in regard to the emergency personnel is not so fortunate, of course, due to the limitations of the Federal Project that at least 90% of the workers must be of relief status.

Section 4. Program

The programs presented on the playgrounds include a number of routine activities--a swimming period for the younger age groups, tennis, croquet, horseshoes, and several types of ball games. These programs are often handicapped by the lack of equipment. Athletic leagues are organized in baseball, volley ball, soccer and the touch-tackle variety of football, and in tennis with inter-park tournaments held in season. Story hours and handicraft are an additional regular park feature. Subsidies of the Federal Government, with its theatre and music units, made possible a more intensive community night program than ordinarily. Amateur theatre groups were organized in each park, producing entertainment for other parks. At least one night a week in each of the supervised playgrounds and community centers was devoted to such entertainment.

By using the National Recreation Association appraisal sheet, we found the greatest deficiencies in nature activities, folk-dancing, arts and crafts, and social recreation.

The index used to measure participation in the various programs likewise reveals program deficiencies, for we find Dallas falling far short in the matter of swimming, which can be attributed only to the lack of facilities, basket ball and volley ball, attributable to the lack of equipment. Other lacks in participation, we feel, are attributable to the insufficient financing with which to conduct an actual program or an educational program to stimulate the use.

Section 5. Financing

By the use of the appraisal sheet, several facts in regard to the financing and administration of the program come to light. First among these is, that while there is a Park Board serving without pay and thus meeting the National requirement, overlapping terms are not provided and, hence, should there be a change in the governing body of Dallas, the entire Board might be replaced. This took place in 1935. This condition has made the Director unsure of support which he had for his program and he is to some extent handicapped in any progressive development of recreation. In addition to this, the attention which this Board could give to the normal program of recreation was extremely limited by the heavy load placed upon it in the construction and operation of the new Civic Center buildings located in the Exposition park and opened in conjunction with the Texas Centennial Exposition in 1936.

The Association also recommends, through its appraisal sheet, a citizen's advisory committee and a progressive educational program to acquaint the citizens with recreation facilities and their proper use. Neither of these exists in Dallas. An annual report is rendered by the Park Board and may be obtained on call, but few citizens know or care

The index used by members [illegible]

Likewise reveals progress during [illegible]

[illegible] in the matter of exhibits [illegible]

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Section 1. [illegible]

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to do this.

Dallas is handicapped in the financing of any program of recreation at the present time by the heavy proportion of its budget which must go into the interest and sinking fund account. The tax income for 1936-37 was estimated at $216,340.00 which is supplemented by miscellaneous income derived from income-producing activities and by certain bookkeeping entries involved in transfers between accounts. The total income is shown as $326,535.00 and it is from this last figure that the sundry charges are taken which total $142,318.00, leaving a balance of $184,217.00 for maintenance, capital expenditure, and operation.

The standard set by the National Recreation Association for operation and maintenance is $3.00 per capita of the total population which would give an approximate figure of $900,000.00 for Dallas at the present time as contrasted with the actual expenditure of $184,217.00, the actual per capita expenditure being $.614.

Other facts that should be noted about the Department of Parks and Playgrounds are: the attempt that has been made to reach potential delinquents in the neighborhoods and interest them in wholesome group activities; the attempt to serve the residents of areas of low income by operating community houses in these centers the year round; and the willingness of the Supervisor of Playgrounds to co-operate with other agencies in providing wholesome recreation for Dallas.

Summary

The recreation program in Dallas follows the accepted pattern in the provision of public recreation, but is only 65% adequate on the

to clothes.

Delinquents [illegible] the financial [illegible] tion at the present time by the heavy [illegible] which must go into the interest and sinking fund charges. [illegible] For 1926-27 was estimated at $215,[illegible] miscellaneous income derived from [illegible], and by certain bookkeeping entries involved [illegible]. The total income is shown as $326,760.00 [illegible] figure that the sinking charges are taken [illegible] leaving a balance of $114,217.00 for maintenance [illegible] and operation.

The standard set by the National Recreation Association for operation and maintenance is $5.00 per capita of the [illegible] which would give an approximate figure of $[illegible] the present time as contrasted with the actual expenditure of $[illegible], the actual per capita expenditure being $.[illegible].

Other facts that should be noted about the [illegible] Parks and Playgrounds are: the attempt that has been made to reach [illegible] delinquents in the neighborhoods and interest them in [illegible] group activities; the attempt to serve the residents of [illegible] by operating community houses in these parks [illegible] the willingness of the Supervisor of Playgrounds to cooperate with other agencies in providing wholesome recreation for [illegible].

Summary.

The recreation program in Dallas [illegible] the provision of public recreation, but [illegible]

basis of the "reasonable standard" of the National Recreation Association. Most serious of the deficiencies recorded are:

1) Inadequate finance for service program

2) Lack of an educational program to stimulate use

3) Certain sections of the city have no park areas, or the property provided is inadequate to meet recreational needs

4) Insufficient park areas for Negroes

5) The number of tennis courts, swimming pools, wading pools, and other areas for specialized games is far below standard

6) The lack of overlapping terms for Park Board members hinders stability of administration and long-term planning

Commendable features of the park system are:

1) The excellent landscaping of most areas

2) The training programs for recreational leaders

3) The concentration of community centers in areas of most need

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citation. Most perlon [illegible]

1) Inadequate [illegible]

2) Lack of [illegible]
use

3) Certain [illegible]
areas, or [illegible]
to most users.

4) Insufficient [illegible]

5) The number of [illegible]
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ized [illegible]

6) [illegible]

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2) The [illegible]

3) The [illegible]
of most use

PART SIX. PUBLIC LIBRARY

Although administered separately, the public library must be considered as an essential part of the educational and recreational systems of Dallas. Through the efforts of a group of citizens, sufficient funds were raised to match the subsidy offered by Andrew Carnegie and a completely equipped library was offered to the city in 1900 on the provision that the city would assume its maintenance and operation. The Association which had been responsible for the raising of the funds also sought to remove the administration of the library from any sort of politics by seeing that the proviso was included that they might nominate members for a non-partisan board which would have advisory functions. This board has been contained through the several changes in municipal administration and is credited by the librarian with the charter amendments necessary to raise the library appropriation.

At the present time the library is financed by a two and one-half mill tax on each $10000 of assessed value.

The physical facilities consist of one central library with four branches and one under construction. In all of these there is a combined total of 130,811 volumes, or a total per capita of .502 which is far below the median of .932 for cities of over 200,000. During 1936 10,142 volumes were added which is about the average number added each year. In this same year 5,480 volumes were lost or withdrawn, giving a net increase of 4,662 volumes. With the present rate of population increase, this does little more than maintain the present ratio, and provides no possibility of reaching the

American Library Association standard of two volumes per capita. Even this increase is possible only at the expense of other services, for the library is spending the highest percent of its budget (32%) for books, periodicals, and bindings of any city in the United States.

Fortunately, no censorship has been established as to what books may be purchased, though, as the librarian said,

> "We have been very quiet about this for fear we might give someone the notion".

Circulation per employee is the highest of any city reporting to the American Library Association which reflects the serious understaffing and can be done, as the librarian said,

> "Only at the sacrifice of the personal services which are now considered an essential part of true library service".

The circulation per capita amounts to 3.11 per year, as contrasted with the median for cities over 200,000 of 5.435.

The total income from tax and other sources amounted to $76,099.00 in 1936 or $.32 per capita, as compared with the American Library Association standard of $1.00 per capita. Asked to account for this low appropriation, the librarian placed the responsibility on the rapid growth of the city during the past twenty years which had brought a strain on all public services to keep abreast of the increased demands. Salaries for librarians are almost the lowest paid in the United States and the chief librarian admitted extreme difficulty in finding competent personnel at the salaries offered. It had been possible, however, in some instances to help the more promising assistants obtain professional training during the summer months.

The present budget does not include funds to stimulate use of the library through charts, exhibits, and the like, nor can any sizeable increase

be handled by the present staff. No gifts or endowments have been made to the library and although at least some members of the Library Board were convinced some years ago that it would be possible to secure a million dollar endowment for the Reference Room, there was not a sufficient number on the Board who felt they could devote the time required to make an endowment campaign a success.

Finally, although the opening of the new branch means an extension of service, no additional funds have been made available and its opening will constitute a certain amount of sacrifice in the central library and other branches.

In later sections, we shall present in more detail the extent to which youth are making use of the library, as well as the reasons given for not using. On Map 3 we show the locations of the libraries and the percentage of youth from each Area who did not use the library during the four weeks prior to the interview. For the city as a whole, these percentages by races were:

	% Using Public Library	% Not Using Public Library
Total Youth	20.43	79.57
White Youth	22.15	77.83
Negro Youth	14.16	85.84
Mexican Youth	17.42	82.58

PART SEVEN. GOVERNMENT AIDS TO YOUTH

Two programs operating in Dallas at the present time for the benefit of the youth population are those fostered by the National Youth Administration and the Junior Division of the Texas State Employment Service.

Section 1. National Youth Administration

The NYA program, common to its work in most of the country, has two parts. The first of these is student aid by which up to 12% of the total enrollment of high schools and colleges may be aided on a part-time work basis at a rate of pay fixed at an average of $6.00 per month for high school students, who must be at least 16 years of age, $15.00 a month for college students, and $30.00 a month for graduate students.

The second phase of the program is part-time work for out-of-school youth. In Dallas, 330 youth, of whom 120 were Negroes, were employed in June, 1937 for an average of 34 hours per month and at a monthly rate of pay for unskilled work of $12.00 and for the semi-skilled of $15.95.

The eligibility requirements are that the youth be between 18 and 25 years of age, that his family be eligible to receive public assistance, and that he be referred through one of the recognized agencies (in Texas, the Texas Relief Commission, the Old Age Assistance Commission, and the Rural Resettlement Administration). Almost all begin at the unskilled rate, but, following a period of four or five months training, a worker may be qualified to earn the intermediate wage. In June, 1937, there were 12 out of the total group of 330 who received this wage.

The actual projects, which are organized under local or state government sponsorship, are chiefly construction or beautification of parks or other public property and, for the girls, employment in the sewing room. One of the present projects employs 18 workers to assist in the recreation program conducted under the City Department of Parks and Playgrounds.

The Area Director estimates that there is a 10% monthly turnover, though replacements have been slightly less than those who have failed to return or have been disqualified by change in family status. He also noted that three weeks of idleness preceding the one week of work each month tended to weaken work habits and diminish efficiency. The whole program is now considered as training and attempt is made during work hours to contribute to the work skills of the employed youth, chiefly by establishing work discipline.

Section 2. Texas State Employment Service

The second program conducted in Dallas is the placement service of the Junior Division of the Texas State Employment Service through which white (including Mexican) individuals between the ages of 16 and 21 and up to 25, if they have not had previous work experience, may qualify for placements without charge. All youth employed on NYA projects are required to be registered through this bureau. Negroes do not have its special services, but are required to register through the Division located elsewhere in the city which renders service to white unskilled laborers and to all Negroes.

May, 1937, the last month on which records were available, was the most active month of the local bureau since its establishment. In this month 362 new youth were registered, while 211 received placements. It might be noted that of the new applicants, 173 were boys and 105 boys were placed, while 189

of the new applicants were girls and only 66 girls were placed. Of the 211 placements, 95 were considered to have a sufficient degree of permanence to be classed as regular employment, while 116 were temporary. Of the jobs, 50 were running errands, 13 labor, 72 some form of mercantile work, 1 was in a skilled trade, 5 were clerical, and 70 were in domestic and restaurant service.

The median grade attainment for those applying was 9.8 grades, ranging from below the fourth grade to one college graduate.

Summary

That both of these programs are making contributions to the solution of the problems of many of the youth of Dallas is beyond question. As to whether these contributions are the most valuable that could be made is another matter. Certainly many things need to be considered before deciding that under the present circumstances this is the most that can be done or all that is needed.

1) Although the NYA program is now considered as a training program, it is open not to all those who need training, but only to youth whose families have established a relief status, a status which in Texas has been limited to those in a semi-starved state.

2) The work hours each month are so limited that very little in the way of real skills can be established even over a long period of time.

3) The responsibility for such training as does exist rests primarily on the project foreman who is chosen for his ability to produce and who may or may not have the qualities which would stimulate learning.

4) The pay is so low that any job which pays $15.00 or $20.00 a month is more attractive, even though this job holds no future and no possibility of learning skills which might be of benefit later. In addition, the youth is forced to accept any private employment which is offered.

5) The projects which are carried on have very little in the way of training possibilities and although the Youth Administration has demonstrated its willingness to engage in other projects which might have greater possibilities, it has been unable to secure local sponsorship.

6) Lastly, to effective training there are the handicaps of a high rate of turnover and the limited education of the youth.

In summary, then, one may say that the restrictions imposed prevent the program from reaching any significant proportion of the out-of-school youth and that the character and method of work done prevent any significant training.

The employment service is more difficult to judge, but certainly,

1) If the services are justified for white youth, then they are justified for Negro youth.

2) With the bulk of the placements being temporary and largely composed of jobs of runnin, errands or doing domestic work, the service can scarcely do more than temporarily relieve the acuteness of the youth's unemployment situation.

3) With the number of new applications constantly larger than the number of placements, the disproportion between these will constantly grow and the chances of any one registrant's receiving a placement will thereby be reduced.

These criticisms are made not to show that the employment service isn't needed, for it is more than justified because of the reduction which it brings in the hap-hazardness of placement and the competition which it supplies to the commercial employment agencies, whose charges in many instances are excessive, but because it should be remembered that an employment service at its best can only steer the proper individual to the proper job, and has little effect on the total proportion of unemployment.

PART EIGHT. DELINQUENCY, CRIME AND TREATMENT MEASURES

Any attempt to measure the extent of delinquency and crime in Dallas is complicated by the existence of two government units having some jurisdiction, not always clearly defined -- the City and the County. Four sources of information with varying degrees of reliability exist.

1) The records of the Dallas Police Department which are kept in accordance with the Manual of Reporting of the United States Department of Justice and are included in the Uniform Crime Reports.[1]

2) The records of the Juvenile Court of Dallas, a County institution whose records are subject to all the inadequacies suggested by Sophia Moses Robison in her study, Can Delinquency Be Measured?

3) The records kept in connection with the Dallas County Jail which are limited for our use by the fact that they include those from without the city limits.

4) The annual report by the Texas Prison Board of the Texas Prison System for the fiscal year ending December 31, 1936. This report includes certain information regarding all persons admitted to the Texas Prison System on conviction of some penitentiary offense. We could make only partial use of these figures because most of them are concerned with the entire State and have a low degree of reliability.

The Uniform Crime Report seemed the most reliable source from which to obtain some indication of the relative extent of crime in Dallas. For the

1. Uniform Crime Reports, issued quarterly, by Federal Bureau of Investigation, U. S. Department of Justice, Washington, D.C.

PART EIGHT. DEPARTMENTS.

Any attempt to measure

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1) The records of

2) The records of the

3) The records

4) The annual report

year 1936, Dallas, the 32nd city of the United States in terms of population, ranked as follows for certain types of crime among cities of over 25,000 population. These figures show the slight variation between those of 1936 and those of the quarter, January 1-March 31, 1937.

TABLE 10 -- RANK OF DALLAS, ACCORDING TO NUMBER OF OFFENSES KNOWN TO POLICE AMONG ALL CITIES REPORTING TO UNITED STATES DEPARTMENT OF JUSTICE, FOR YEAR 1936[1] AND FIRST QUARTER OF 1937[2]

	1936		January 1-March 31, 1937	
Offense	Number of Offenses Known to Police	Rank	Number of Offenses Known to Police	Rank
Murder, non-negligent manslaughter	105	5th	25	6th
Rape	21	24th	2	50th
Robbery	214	31st	55	32nd
Aggravated assault	320	18th	43	22nd
Burglary	1,786	17th	478	17th
Larceny -- theft over $50.00	233	36th	59	28th
Larceny -- theft under $50.00	7,449	6th	2,149	6th
Auto theft	1,156	19th	251	23rd

1. Uniform Crime Reports, Vol. VII, Number 4, pp. 140-144; issued by U. S. Department of Justice, Washington, D.C., January, 1937.
2. Uniform Crime Reports, Vol. VIII, Number 1, pp. 13-14; issued by U. S. Department of Justice, Washington, D.C., April, 1937.

These figures indicate that Dallas has two outstanding crime problems, murder and petty theft.

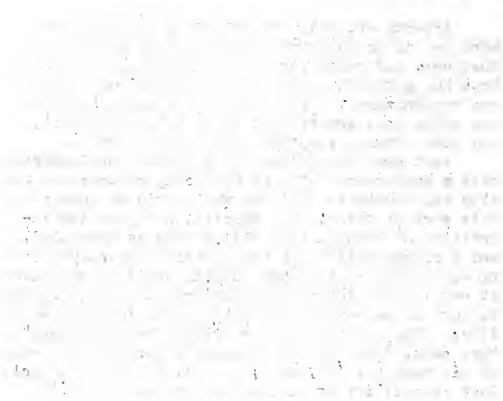
Of the 105 criminal homicides recorded in 1936, 79, or 75.2%, were committed by Negroes on Negroes, although the Negroes compose only 14.9% of the total population. Dr. R. T. Hamilton, Negro physician of Dallas, had this

to say about the situation:

> Arrests are made, but within a few days the murderer is on the streets again going about his business, and ready for his next victim. His white boss has gotten him out on a small bond or on his own recognizance. If the case ever comes to trial his white boss swears that he is a "good nigger", and most often a suspended sentence is given.
>
> Last year the Dallas Negro Chamber of Commerce held a conference with law enforcing officers of the city and county to find out what could be done about this sort of thing. The Sheriff, who gave the impression of being a fine fellow with an open mind, and a representative of the District Attorney's office, finally stated that nothing could be done about it until white jurors are convinced that a Negro life is just as sacred in the sight of the law as a white life. "The general feeling around the courthouse", they said, "when a Negro commits a murder on a member of his race is, 'Oh, well, he only killed a nigger! Just as well let him out to get another one'".[1]

The extent of petty thievery is not so easily explained, but perhaps a partial explanation lies in the fact that Dallas has one of the lowest per capita number of police department employees of any city of comparable size

1. Statement reprinted in editorial appearing in the Dallas Journal of January 20, 1937, which went on to say: "There is too much of uncomfortable truth in that for it to be passed over lightly. It has been suggested that a court of domestic relations with a trained social worker in charge could be advantageously devoted to Dallas Negroes exclusively. Many of these killings are the result of quarrels growing out of sex jealousy. If a small claims court could also be provided, the Negro population of Dallas would have access to a form of justice which is denied them because of the costliness of the white man's court. Preventive justice, in other words, would go a long way toward eliminating the need for retributive justice. But justice of some sort the Negro ought to have. No white man can honestly say that the Negro gets full justice now."



in the United States, for, for the 37 cities having over 250,000 inhabitants, the average of employees per one thousand inhabitants during the year 1935 was 2.1, while for Dallas it was .9.

The police records for the month of October, 1936 were checked as a representative month which might throw light on the age and sex distribution and nature of charges placed against those who constitute the youth population. During the month a total of 2,799 arrests were made and charges entered. The leading charges placed were:

Charge	Number Entered
Drunkenness and disorderliness	642
Suspicion	444
Suspicion of vagrancy	449
Traffic violations	227
Vagrancy	258

Table 11 shows the number of arrests made during the month of those falling within the age range of our Study. It will be noted that these total 702, or 23.5%, of the total number of arrests.

TABLE 11 -- NUMERICAL DISTRIBUTION, BY AGE AND SEX, OF PERSONS UNDER 25, ARRESTED BY DALLAS POLICE DURING OCTOBER, 1936

Age	Total	Sex	
		Male	Female
Total	702	466	236
Juveniles (under 17)	136	128	8
18	35	22	13
19	70	51	19
20-24	461	265	196

The most frequent charge placed against females was that of suspicion of vagrancy which accounted for 164 of the total arrests and is the charge

commonly placed against those suspected of prostitution. The most frequent charge placed against males in this age group was simply suspicion, accounting for 164, the charge commonly placed against boys picked up because they are out late without presenting reasonable excuses for their hours. It likewise covers a number of instances in which the charge is not yet definitely known. Frequent complaints were heard that boys, especially Negroes, were arrested and held on "suspicion" charges for periods of three or four days at a time. Other crimes which seemed to have a high incidence in this age range were burglary, for of 52 charged with this offense, 32 were within this range and 20 were juveniles, and theft under $50.00, and of the 96 charges of this nature 56 were against youth in this age range and 25 were juveniles.

Since the annual report of the Juvenile Court[1] is presented on the basis of its total jurisdiction, which covers the entire County, we made a special study of the records of cases reported from within the city limits. Several factors limit the usefulness of Court records as criteria on the actual extent of delinquency. These factors have been best enumerated by Sophia Moses Robison in her study, Can Delinquency Be Measured?[2] and are in summary:

1) That the concept of delinquency varies from area to area and from group to group;

2) That the use of the Court as a device in the treatment of behaviorisms in children likewise varies from area to area;

3) The tendency not to subject girls to Court treatment unless the offense is very serious;

4) The variety of treatment because of the age factor -- a tendency not to arrest younger children;

5) The tendency to accord different treatment on the basis of color.

Fully aware of these limitations, we were nevertheless, forced to accept

1. Appendix C, pp. II-III.
2. Robison, Sophia Moses, Can Delinquency Be Measured?; New York; Columbia University Press, 1936.

the records of the Juvenile Court as the best available index of delinquency and from them we have prepared Maps 4 and 5 showing the concentration in certain areas.

Even though these Maps and the figures to follow do not represent the actual extent of behavior of an anti-social type, they do reveal the number who each year have some Court experience and we cannot but believe that such an experience, attended as it may be by temporary incarceration, has in many instances a profound effect on the life of the youth and when there is a high ratio of such experience in a given area, it undoubtedly affects attitudes toward the provocative behavior, the Court, and its officers.

Of the 714 offenders charged from November 1, 1935, to October 31, 1936, 546 lived within the city limits. Of these, 344, or 63%, were charged with theft or burglary in one form or another, while the remaining charges included incorrigibility, assault, sex offenses, vagrancy, running away, prowling, and miscellaneous offenses. The race and sex of the offenders are as follows:

White		
	Male	270
	Female	42
Negro		
	Male	178
	Female	36
Mexican		
	Male	17
	Female	3

Their ages were:

Age	Number of Offenders
7	1
8	3
9	10
10	24
11	40
12	50
13	68
14	83
15	116
16	136
17	12
18	1
Unknown	2

Of these 546 offenders, only 314, or 57.27%, were appearing before the Court for the first time, 70 had appeared for the first time earlier in the

year, 60 had appeared earlier that year and also in previous years, and 102 had appeared before November 1, 1935. The following shows the number of times that each of these 546 offenders had appeared before the Juvenile authorities charged or suspected of some offense:

Number of Times Appearing	Number of Individuals
1	314
2	96
3	57
4	35
5	13
6	11
7	6
8	3
9	2
10	4
11	2
13	1
21	1
30	1

In other words, these individuals had been charged with 1,158 offenses. Of these, 740 had been committed within the year, November 1, 1935-October 31, 1936, and 418 had been committed prior to that time. The offenses prior to this period were committed by 162 individuals.

This high percentage of failure in treatment methods (first treatment having failed in more than 4 cases out of 10), leads us to an investigation of the disposition which had been made in each of the charges. The disposition of the last charge placed against each of these 546 individuals is shown below:

Disposition	Number of Offenders
Released to parent, relative, or other person.	404
Sentenced to County or State institution.	75
Sentenced and probated.	27
Out on bond.	12
Suspended sentence.	2
Transferred to adult Court.	8

Placed in private homes.	2
Committed to State institution for feeble-minded.	1
Returned to County boarding home.	5
Placed in non-State institution.	2
Unknown.	8

Of those who had previously appeared before the Court within the past year, 130 in all, we find that 71 were released without record of other action being taken in the case, a total of 65.1%.

Since no case records were available, it was impossible to study these cases to see in what types of situations treatment methods had failed. The treatment methods in cases of five of the most frequent offenders were checked, however, and the following is a summary of what was found:

First Case

First 4 offenses -- charged with theft; released in every instance.
Fifth offense -- cutting holes in tops of automobiles; placed in County Jail and later released.
Sixth offense -- released to his attorney.
Seventh offense -- theft of an automobile; released to his parents.
Eighth and ninth offenses -- theft under $50.00 and of a second automobile; released on bond.
Tenth offense -- theft of the third automobile; placed in the County Jail.
Eleventh offense -- consisted of 16 separate charges; sent to Reformatory to remain until 21 years of age.

The first offense in this instance was committed on November 12, 1929, and the final offense during 1936.

Second Case

The second boy's delinquencies began with truancy in March, 1929, followed by charges of prowling late at night, three cases of theft of purses, three further cases of prowling, followed by shooting an airgun at a gasoline pump, truancy, theft, attempted burglary, and a final suspected charge of the theft of a watch. In every case he was released, although in six cases it is recorded that he spent a few days in the County Jail. He is now past the Juvenile age and is no longer under the jurisdiction of the Department.

Third Case

Beginning in 1931, this boy committed 13 offenses, ranging from truancy to burglary and including two automobile thefts. He was released in

the first 7 cases, sent to the Boy's Industrial Home for a period following the eighth case, and released in the next five.

Fourth Case

This boy had offended 21 times, beginning his delinquency on March 30, 1929, and the charges placed against him range from truancy and prowling to automobile theft and incorrigibility to further truancies. In every instance he was released.

Fifth Case

In the instance of the boy who had been before the Court 30 times during the past five and one-half years, he had been released in the first 14 instances, received a suspended sentence in the 15th which he never served, and released in all of the following cases.

In contrast to these, we sometimes find action of the opposite extreme, as in the case of the 9-year-old Negro boy who, on his first offense, was charged with burglary and sentenced to the Reformatory for two years.

The actual Court procedure in dealing with these delinquents is somewhat as follows:

Boys picked up during the night by either County or City Officers are, unless released, turned over to one of the eight Probation Officers. These Officers have wide legal authority, being privileged to arrest under the same conditions as a Deputy Sheriff or police officer or to release from commitment at any time except where major offenses have been committed. The Officer placed in charge then makes some disposition of the case or, if he feels that it merits the attention of the Juvenile Court, the case is tried during one of the Saturday morning sessions presided over by the County Judge. Home investigations are presumably made, although no such visits are recorded in the records of the Juvenile Court. The dearth of records, according to the Chief Probation Officer, is due to the insufficiency of stenographic service. The State Training School for Girls now demands a full case record with each admittance and the Court prepares this. In other cases little recording is

the first 7 cases, sorted by [illegible] as follow-
ing the eighth case, and so on [illegible].

Fourth Case

This boy had offended [illegible]
1960, and the charges [illegible]
by automobile theft and [illegible]
insurance he was released.

Fifth Case

In the instance of [illegible]
the past five months [illegible]
instances, [illegible]
served, [illegible]

[illegible]

as in one case of [illegible]

charged with burglary [illegible]

The actual Court procedure [illegible]

as follows:

[illegible]

minor, released, [illegible]

officers have wide [illegible]

same conditions as a Deputy Sher[illegible]

without at any time [illegible]

Officer placed in charge [illegible]

Once it marks the [illegible]

during one of the Saturday [illegible]

Home investigation [illegible]

in the records of the Juvenile [illegible]

Chief Probation Officer, [illegible]

The State Training School [illegible]

administrative and the Court [illegible]

done. If the offender is not released, he may be sentenced to the Industrial Home which was, according to one of those instrumental in founding it, conceived as a place where boys might be put whose home conditions are such that their chances for rehabilitation are limited. It is now used chiefly as a place for recurrent offenders. Or, on the other hand, the individual may be sentenced to one of the State institutions.

The staff of the Probation Department is appointed by the District Judges of the County, meeting as the Juvenile Board. The result is that the appointments are largely political and at the present time four of the eight workers are without training or experience. No special training is given. Although 214 offenders in the period studied were Negroes, only one of the eight workers is a Negro and her salary is $70.00 a month, whereas other members of the staff receive upward from $160.00.

The Probation Department has other duties besides those of delinquency cases called to its attention. These are:

1) Cooperating with school authorities in cases of truancy.[1]

2) Supervising the granting of aid to widows.[2]

3) Supervision and care of dependent children.[3]

The treatment of delinquents has these obvious deficiencies:

1) Asking a County Judge to serve as Juvenile Court Officer, a task which is highly specialized in nature and the performance of which requires long training and apprenticeship, when his other duties, or the preparation for them, could not possibly permit such specialization.

---

1. Part Three, p. 22.
2. Some 224 widows were aided during 1936 and on January 1, 1937, 197 remained on the rolls. The total amount expended during 1936 was $20,039.90, showing that the average grant per widow was somewhere around $100.00 and that if the 549 children who were aided through these grants are included, a total of 773 persons shared in the grants, or an average of approximately $26.00 per person for that year.
3. 307 dependent children were aided, for whom a total of 213 placements are shown, 117 being in foster homes, 23 placed in homes for delinquents, and the remainder in homes of relatives, in boarding homes, etc.

3) The political encroachment of Prohibition, [illegible]
employed without skill or training.

3) The lack of [illegible] according to [illegible] [illegible]
[illegible] and understanding the [illegible]
[illegible] for a social or [illegible].

4) The [illegible] of distinguish evildoer [illegible]
to accomplish [illegible] by [illegible].

Space permits account [illegible] that the [illegible]

[illegible] the [illegible] [illegible] [illegible] 1, I 36, 43 [illegible]

Country and Home) 179 and [illegible] during the [illegible]

In combating [illegible], the [illegible]
other agencies. A few cases [illegible] referred to
Guidance Clinic for physical, mental, [illegible]
cure. The clinic has found, however, that its most [illegible]
done with either for but [illegible] [illegible]
can barely handle the [illegible] [illegible]
close [illegible] [illegible] [illegible]
tions required.

The second agency is that of the [illegible]
activities are therefore [illegible].

[illegible]
but work. Like the Clinic, [illegible]
the personal [illegible].

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1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

PART NINE. HOUSING

Dallas was fortunate enough to be included in the list of 64 cities in which a survey of housing conditions was made and published as the Real Property Inventory of 1934. The housing conditions revealed have special pertinence to problems of health, delinquency, home satisfaction, family life, recreation, and reference is made to them in sections of the report which follow. For the present, we present a few of the figures for the city as a whole.

In all, a total of 71,274 dwelling units were enumerated in 55,646 structures. Information is analyzed and presented below on the basis of dwelling units and structures, conditions of dwelling units being further analyzed on the basis of occupancy and vacancy:

TABLE 12 -- CONDITION OF 71,274 DWELLING UNITS AND 55,646 STRUCTURES AS REVEALED IN REAL PROPERTY INVENTORY OF 1934.

Condition	Dwelling Units		Structures
	Occupied	Vacant	
In good condition	25,383	1,744	20,121
Needing minor repairs	30,444	2,395	25,813
Needing major repairs	8,925	895	8,338
Unfit for use	1,095	304	1,306
Not reported	70	19	68

These figures show that 15.74% of all dwelling units either need major repairs or are unfit for use. This is true also of 17.33% of all structures.

Since the Real Property Inventory classified these dwelling units on the basis of rental or owner occupancy, it is also possible to see to what extent correction of these conditions is likely to take place:

1) Of the total number of dwelling units, 23,205 were occupied by their owners and of these, only 8,872 are reported as owned free of debt. Likewise, of these 23,205 owner-occupied units, 2,533, or 10.91%, are in need of major repairs or are unfit for use. It is very unlikely that any considerable portion of these, constituting 22.57% of all units needing repairs, are owned free of debt and that the owners, therefore, are able to make the necessary repairs.

2) 48,069 of the units were rented and of these, 8,686 are reported unfit for use or needing major repairs. There is likelihood of these repairs being made only if the rental is sufficient to cover the cost.

These facts then are especially significant:

Rented Dwelling Units	Monthly Rental	Needing Major Repairs or Unfit for Use		% of Total Units (11,219) Needing Such Repairs
		No.	Percent	
5,284	Less than $10.	2,469	46.72	22.00
9,347	$10. to $14.99	2,736	29.26	24.38
8,493	$15. to $19.99	1,456	17.14	12.97
13,463	$20. to $29.99	1,364	10.13	12.15
8,968	$30. to $49.99	436	4.86	3.88
1,893	$50. and over.	37	1.94	.32
621	Unknown.	188	30.29	1.67

It would seem obvious from the above that at least 60% of the dwelling units, and possibly a much higher percentage, which need major repairs or are unfit for use, cannot be repaired without either placing a very heavy burden of debt on the owner or necessitating very sizeable increases in rents.

Information based on the number of persons per room showed that of the 71,274 units, there were conditions of crowding (one to two persons per room)

Annual Depreci-ation Rate	Basis by Period	Estimated Life
8,204	Less than $10.	5 yrs.
5,547	$10. to $11.	7 yrs.
8,422	$11. to $12.	9 yrs.
13,802	$12. to $13.	11 yrs.
4,258	$13. to $14.	15 yrs.
1,302	$14. and over.	20 yrs.
651	Various.	

in 13,013 units; of over-crowding (two to three persons per room) in 1,477 units; and of greatly over-crowding (more than three persons per room) in 289 units. Crowded conditions exist then in 20.73% of all occupied units.

Many dwelling units were also found to be without facilities.

TABLE 13 -- NUMBER AND PERCENTAGE OF DWELLING UNITS WITHOUT CERTAIN CONVENIENCES

Convenience lacking	Number	Percentage
Total Units	71,274	100%
Gas or electricity as cooking facility	11,294	15.84
Gas or electricity as lighting facility	7,801	10.94
Running water	5,666	7.94
Hot water (have cold water only)	16,967	23.80
Private indoor water closets	12,697	17.81
Tubs or showers	13,800	19.36
Automobiles	33,375	46.82
Gas, oil, or coal as principal fuel	12,431	17.44

Of further significance is the fact that the median rental on the 48,069 rented units was $20.75 per month and, as an indication of the mobility of the population, the report that of the 65,917 occupied units, 19,732, or approximately 30%, had been occupied for less than six months; an additional 9,041 had been occupied for six months but less than a year; 7,594 had been occupied one year, but less than two years. In other words, only 45% of the dwelling units had been occupied continuously for a period of two years.

PART TEN. WHITE YOUTH of NATIVE or EUROPEAN PARENTAGE

CHARACTERISTICS and PROBLEMS

Introduction

> ".....The modern adult, male or female, is expected to be an effective producer, through paid occupation, through home responsibilities, or possibly through unpaid social service. An adult, here again either male or female, is expected to be an intelligent citizen, with considerable grasp of intricate social, economic, and political problems. An adult is also expected to be aware of contemporary movements in art and science, to develop genuine, individual interests amid the conflicting appeals of contemporary culture, and to participate in the social exchange of ideas and the formation of our own time-spirit. The normal adult mind may then be defined as a mind that is equipped vocationally, socially, and spiritually for life on the adult level under present conditions....."
>
> — "The Making of Adult Minds in a Metropolitan Area" - Frank Lorimer

From that which has already been presented, it should be evident that the social forces, institutions, and opportunities vary widely for the three dominant groups in the city — the white, the Mexican, and the Negro. It has seemed wise, therefore, to present separately what we found in our interviews with these three groups. This portion, then, deals with the characteristics and the problems of the white youth.

In Dallas, there are almost five times as many white youth of native or European parentage as there are Negro and Mexican youth, and in many parts of the nation this proportion is increased rather than diminished. By sheer weight of numbers, if through no other justification, therefore, the white

CHAPTER [illegible]

[illegible]

"....The modern [illegible]

youth must ultimately assume the major responsibility for the functioning of the social order. The long operative trends have so diminished area differences that any facts concerning Dallas youth should have far wider significance and application than the confines of the city itself.

Questions crowd upon one another. Have these youth been prepared to find the best of their social heritage and preserve it? Have they been prepared to meet its problems? Are they as individuals as well equipped as they might be to build for themselves lives that are full and wholesome? Since it is to them that minority groups must ultimately appeal for the correction of injustices or the preservation of rights, will they have the knowledge and courage required to deal with these issues? Finally, are they being prepared to see and understand what lies before them?

These are but a few of the questions we sought to answer by an understanding of the character and extent of the problems, of the relationships to the community, and of the contributions made by social institutions to the lives of a large and representative sample of youth. In each step of this inquiry, there was constantly the thought: If deficiencies are revealed, how may they most effectively be met?

> Every reliable source of information was investigated to discover the ratios of such factors as employed to unemployed, on relief to non-relief, in school to out of school, age, sex, etc., to insure that the 3,622 white youth reached represented in their proper proportions all walks of life and all conditions. Our sample met every test of representativeness which we could impose with the exception of one. We reached a slightly higher proportion of females than of males, but in every instance the influence of this factor has been measured and pointed out.

Not only was it necessary that a representative group be interviewed, the interviews must bring out through a confidential and sympathetic manner the half-hidden factors which, as much as the more obvious ones, have made the

youth what he is. Therefore, the interviewers were required to have the highest qualifications, and the interviews had to be taken in physical surroundings which would promote leisurely, confidential progress from purely factual information to the more personal aspects of the interview. Homes, which were most likely to provide this atmosphere, were the setting for 64.93% of the interviews. In order to maintain the representativeness of the sample, 16.47% of the interviews were made at place of employment, and the remainder were taken in such places as parks, playgrounds, on the street, at club meetings, and in recreational centers.

Section 1. Census Material

Age Distribution

The Census of 1930 showed a progressive increase in the number of those of each age from 16 to 19, but gave no indication as to whether this increased or decreased progressively with the ages 20 to 24. This progressive increase was due to at least two major factors: first, a falling birth rate, and, second, the migration of farm and village youth to the city. Just how the past seven years had affected these relative numbers was not known, but there was evidence that the resumption of migration to cities by farm youth between 1935 and 1937 made the proportion of each age very similar to that which existed in 1930.

> Since our age range actually covered a range of nine and one-half years, including those whose status as youth changed during the interviewing period, we reached a slightly larger number of 16-and 24-year-old youth.

The number and percentage of each age reached are shown in Table 14.

TABLE 14---NUMBERICAL and PERCENTAGE DISTRIBUTION of 3,622 WHITE YOUTH (excluding Mexicans), ACCORDING TO AGE AT LAST BIRTHDAY

	Total Number	Total %
Total	3,622	100.00
16 years	366	10.10
17 years	324	8.94
18 years	393	10.85
19 years	422	11.65
20 years	462	12.75
21 years	400	11.04
22 years	392	10.82
23 years	390	10.76
24 years	473	13.05

Sex and Marital Status

There existed in Dallas, according to the 1930 Census, a ratio of 83 males to every 100 females between 16 and 24 years of age. In interviewing, we reached a ratio of 70 males to every 100 females. Feeling that in some instances sex might be a conditioning factor in the extent or character of a given problem, we examined all our findings on the basis of their distribution according to sex and wherever significant differences appear, special attention is called to them.

An investigation of the marital status of these youth reveals that almost 10% of the females who had married are now divorced or separated. Not even these figures show completely how many of the marriages of this group are failing, for we found more than one instance in which a girl of less than 20 had been twice married and divorced.

Thus, our very second question reveals a serious problem which has already affected a considerable portion of the youth and will undoubtedly affect more

TABLE 14---[illegible]
(excluding [illegible])

| | | |

and more. What accounts for this instability of marriage, reflecting as it does mistakes and unhappiness? Has the youth not been prepared or do there exist stresses and strains, economic and social, which cannot be withstood? Only a partial explanation can be given from the material gathered. At a later time[1] some of the comments of youth reflecting the inadequacy of sex instruction received will be presented. For the present, we point out only that we found:

1) No evidence that any preparation for marriage is included in the regular school curriculum

2) The attempts of the Y.M.C.A.[2] to meet this deficiency have reached only a small percentage

3) The median hourly wage of less than 35¢[3] for married males reveals how few can provide for their families a reasonably adequate standard of living.

Table 15 shows the sex and marital status of all white youth interviewed.

TABLE 15---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,622 WHITE YOUTH (excluding Mexicans), ACCORDING TO SEX and MARITAL STATUS

	Total Number	Total %
Total	3,622	100.00
Male--single	1,253	34.59
Male--married	232	6.40
Male--widowed, divorced or separated	14	.38
Female--single	1,140	31.47
Female--married	894	24.68
Female--widowed, divorced or separated	89	2.45

1. Part Ten, Section 3, p. 113.
2. Part Fifteen, Section 6.
3. Part Fourteen.

Section 2. Home Life and Background

Nativity of Parents

The small portion of the Dallas population which is foreign-born or of foreign-born parentage is, if we exclude the Mexicans from consideration, derived almost entirely from six countries--Germany, England, Russia, Italy, Ireland, and Canada. Most of these foreign elements have already been assimilated into the general population. A proof of this is that youth of foreign-born parents were found spread almost evenly over the entire city. Only in one Area, 11, is there a concentration and here are settlements of Russian and German Jews, but as we have already shown[1] these settlements are breaking up.

The number and percent of youth interviewed of native and foreign-born parents are shown in Table 16.

TABLE 16---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,622 WHITE YOUTH (excluding Mexicans), ACCORDING TO BIRTHPLACE of YOUTH'S PARENTS

	Total Number	Total %
Total	3,622	100.00
Both in United States	3,442	95.03
One or both in foreign country	175	4.83
Do not know	5	.13

1. Part Two, pp. 13-14.

Identity or Parents

Church Affiliation of Parents

Church affiliation of preference of youth's parents, like age, sex, and marital status, was intended to be used as a "control factor" in assisting us in reaching a representative sample. The latest figures available were those of the United States Religious Census of 1926 and for Dallas we had only the figures for the population as a whole. In view of the growth of the city, these figures may be unreliable, but our distribution approximated the Census findings.

In addition to throwing light on the background of the youth we interviewed, our information was so gathered that it was possible to determine to what extent those of particular beliefs were concentrated in certain Areas of the city. For the most part, there seems to be a fairly even distribution of the adherents to each faith throughout the city. The significant exceptions are that the Jews are found in concentrated numbers in only two Areas, 5 and 11, and the number of "non-believers" are found in greatest numbers in the Area of social dis-organization immediately surrounding the business section (Area 10).

Tabulations of responses are shown in Table 17.

TABLE 17---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,614* WHITE YOUTH (excluding Mexicans), ACCORDING TO CHURCH PREFERENCE OF YOUTH'S PARENTS

	Total Number	Total %
Total	3,614	100.00
Both Baptist	1,136	31.43
Both Episcopalian or Anglican	62	1.71
Both Jewish	49	1.35
Both Methodist	632	17.48
Both Presbyterian	240	6.64
Both Roman Catholic	155	4.28
Both of some other Protestant denomination	639	17.68
Parents of different Protestant denominations	283	7.83
Any combination of Protestant, Catholic, Jewish, or non-believers	136	3.76
Neither parent belongs to or prefers any church	231	6.39
Do not know; other combinations	51	1.41

* Of the white youth, 8 made no response to this question and are not included in this Table.

Physical Condition of Homes

The data most illustrative of the differences in home background are presented in the two Tables which show the number of home conveniences each youth checked as having in his home and the rating of the homes by a combination of these conveniences.

It will be seen that the most prevalent convenience is electricity, enjoyed by 95.68% of the youth group, although in Area 4 18.27% were without electricity and in Area 10, 10.69% were without. In three Areas, however, over 99% of the homes were so equipped. Adequate heating was less prevalent than adequate lighting, for 9.63% of the homes were without such heating, a condition which ranges from 1.68% of the homes in Area 2 to 26.93% of those in Area 4. We found 6.23% of the homes without indoor baths, a condition found in 29.81% of the homes in Area 4, in 16.32% of those in Area 16, and 12.68% in Area 10.

Finally, however, it should be remembered that in every 106th home, none of these conveniences were present, and that for Area 10, every 37th home lacked all of these conveniences.

The complete tabulation of the occurrences of each of these conveniences is shown in Table 18.

TABLE 18---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,617 WHITE YOUTH* (excluding Mexians) ACCORDING TO HOME CONVENIENCES

	Total Number	Total %
Total	3,617	100.00
Radio	3,096	85.59
Bathroom	3,392	93.77
Electricity	3,461	95.68
Daily newspaper	3,393	93.80
Current magazines	2,386	65.96
Automobile	1,976	54.63
Piano	800	22.11
Other musical instruments	820	22.67
Steam, gas, or warm air heating	3,269	90.37
Telephone	2,159	59.69
None of the above	34	.94

* Of the white youth, 5 made no response to this question and are not included in this table.

Physical Condition of [illegible]

The data must first [illegible]

[illegible] in a two [illegible]

[illegible] elements as having [illegible]

tion of these components.

[illegible]

It will be seen that [illegible]

[illegible]

[illegible]

[

The combination of these conveniences into groups provides a basis for ranking the homes on a six-point scale, revealing that 9% of the homes lacked the combination of adequate heating and lighting, that in Area 4 this amounted to 26.91%, in Area 10 to 22.22%, and in Area 16 to 15.96%, and that 18.16% of the homes did not have the combination of gas, lights, bath, and radio.

The complete coding on this basis is shown in Table 19.

TABLE 19---NUMBERICAL AND PERCENTAGE of 3,616 WHITE YOUTH'S HOMES* (excluding Mexidans) ACCORDING TO NUMBER of HOME CONVENIENCES

	Total Number	Total %
Total	3,616	100.00
Upper luxury level with at least 8 selected conveniences[1]	518	14.32
Minimum luxury level with at least 6 selected conveniences[2]	1,241	34.31
Upper comfort level with at least 4 selected conveniences[3]	1,200	33.18
Minimum comfort level with at least 2 selected conveniences[4]	331	9.15
Below minimum confort with at least 1 selected convenience[5]	203	5.61
Homes lacking sufficient conveniences to be codeable above	123	3.40

* Of the white youth, 6 made no response and are not included in this Table.

1. Must include radio, bathroom, electricity, daily newspaper, automobile, piano, gas, telephone.
2. Must include radio, bathroom, electricity, daily newspaper, automobile, gas.
3. Must include radio, bathroom, electricity, gas.
4. Must include electricity and gas.
5. Must include either bathroom, electricity, or gas.

Father's Occupation

The responses we received to our question:

"IN WHAT OCCUPATION HAS YOUR FATHER WORKED MOST OF HIS LIFE?"

showed that, for the group we reached, almost equal percentages had fathers who followed the so-called "white-collar" jobs and those who followed the so-called "blue-shirt" jobs. The largest single group was composed of those whose fathers were skilled laborers, comprising 23.38% of the total group, while 8.89% were semi-skilled laborers, and 4.99% unskilled, or a total of 37.26% in this "blue-shirt" category. Nineteen and nine-hundredths percent had fathers who held administrative or managerial positions, 11.04% in sales, and 7.25% in clerical work, making a total of 37.38%. That many of these youth have come from farms is shown by the fact that 16.74% of their fathers had spent the major portion of their time in farming. The professional group accounted for a percentage of only 6.36%.

The complete tabulation of responses is shown in Table 20.

TABLE 20---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,541* WHITE YOUTH (excluding Mexicans) ACCORDING TO USUAL OCCUPATION OF YOUTH'S FATHER.

	Total Number	Total %
Total	3,541	100.00
Professional	225	6.36
Administrative, Managerial	676	19.09
Sales	391	11.04
Clerical	257	7.25
Service	70	1.97
Skilled	828	23.38
Semi-skilled	315	8.89
Unskilled	177	4.99
Farmers	593	16.74
Occupations not elsewhere classifiable	9	.25

* 81 members of this group (i.e., total white youth) made no response to this question and are not included in this Table.

Total

Relief Received

A further index of the economic position and character of home life of these youth is the extent to which governmental or private agency relief had been received during the past twelve months. For single youth information was gathered on their parental families, and for married youth, on their own families.

The percentages show that 10.09% of the total group had received relief in one or more forms during that period. In some Areas this amounted to only .62% while in two others it was over 23%. Of those aided, private agencies had given relief in only 5 of the 364 cases.

The complete tabulation of responses is shown in Table 21.

TABLE 21---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,611* WHITE YOUTH (excluding Mexicans), ACCORDING TO RELIEF RECEIVED by YOUTH'S FAMILY DURING TWELVE MONTHS PRIOR to INTERVIEW

	Total Number	Total %
Total	3,611	100.00
Public work relief such as WPA, CCC, or NYA	304	8.41
Public direct relief such as TRC, or City-County Welfare	45	1.24
Both Public work relief and public direct relief	10	.27
Relief from private agency including church aid, United Charities, etc.	4	.11
Relief from both private and public agencies	1	.02
No relief received	3,247	89.91

* 4 members of this group (i.e., total white youth) made no response to this question; 7 did not know; these are not included in this Table.

Marital Status of Youth's Parents

While in all other questions on the Schedule by which information was gathered about the youth's parents, reference was made to the natural, step-, or foster family with whom the youth had spent most of his life, the question

in regard to marital status referred exclusively to the youth's own parents.

We found that in 61.47% of the cases the youth's parents were still alive and living together. Death of one or both parents was found in 28.65% of the cases. Divorce or separation had broken the home in 9.32% of the cases and desertion in .35%.

The complete tabulation of responses is shown in Table 22.

TABLE 22---NUMBERICAL and PERCENTAGE DISTRIBUTION of 3,611 WHITE YOUTH* (excluding Mexicans) ACCORDING TO MARITAL STATUS of YOUTH'S PARENTS

	Total Number	Total %
Total	3,611	100.00
Parents alive and living together	2,220	61.47
Parents dead	125	3.46
Father dead	626	17.33
Mother dead	284	7.96
Father deserted	12	.33
Mother deserted	1	.02
Parents divorced	236	6.53
Parents separated	101	2.79
Other	6	.16

* Of this group of white youth, 5 made no response to this question and 6 did not know; these figures are not included in this Table.

Satisfaction with Home Life

Our question in regard to the satisfaction which youth felt with their present home life was confined exclusively to single youth and provided a measure, first, of the extent to which youth were already living in places other than their natural homes, and second, the extent to which youth living at home were anxious to leave because of conditions of either the home itself or of the environment surrounding it. It should be noted that this question

was so phrased that positive answers were not accepted from those who, even though they felt they might be happier away from home, would remain in the home because of a sense of duty or fear.

We found that of the 2,445 single white youth interviewed, 500, or 20.44%, were already living away from their parental homes, these being found living in greatest proportions in Areas 1, 2, 5, 6, and 10, but that of the youth living in every Area, at least 14% were away from their natural homes.

The numerical and percentage tabulations showing the extent to which single youth were living at home and of those who desired to leave are presented in Table 23.

TABLE 23---NUMBERICAL and PERCENTAGE DISTRIBUTION of 2,445 SINGLE WHITE YOUTH* (excluding Mexicans) ACCORDING TO WHETHER NOW LIVING WITH PARENTS and DESIRE TO CONTINUE

	Total Number	Total %
Total	2,445	100.00
Single, not living with parents or relatives	500	20.44
Would not leave home	1,720	70.34
Now living at home, but desire to leave	225	9.20

* Of the white youth, 51 made no response to the question and 1,126 are married; these figures are not included in this Table.

The fact that a youth says he would prefer to continue living at home does not necessarily mean that there is a strong personal bond, for as one youth, who gave this preference, said:

> "I am away from home a great deal of the time, and although I like to live at home, it doesn't make a great deal of difference."

Or, this willingness to continue living at home may be derived from a lack of critical evaluation or from an acceptance of some moral tradition or saying which may or may not be true. A 19-year-old part-time worker, after signifying that he would not leave home, went on to say,

> "My mother nearly lost her sight five years ago and is very nervous and hard to get along with.

I have a fight with her ever so often and say I'd like to get away, but I don't think I would because a boy's best friend is his mother."

Table 24 carries this inquiry the next step forward, for they present the number and percentage of the single youth living at home in each Area who desire to leave and the reasons given for this desire.

We find that of those at home 11.57% wish to leave. The percentage of the various Areas shows but little variation from this figure. Of the total group 4.24% would leave because of conditions within the home, such as discord, crowding, or the like, while 5.29% would leave because of the conviction that job opportunities are much better elsewhere than in Dallas or because of wanderlust.

Few of those who were convinced that better jobs were to be had elsewhere gave evidence of any real information on employment possibilities in other sections. The frequent problem of adjustment of the child of foreign-born parents is found in this quotation from an 18-year-old girl:

"Father is Italian and won't let me do anything or go to any parties or dances unless the Italians are having it. I can't do anything I want to, or go around with other young people. He has the old foreigner's point of view."

Of the total group 39, or 2%, gave some other reason, of which 29 were simply expressions of the desire to be independent or to develop one's own personality without family restriction. Many of these 39 showed no antagonism toward the family.

TABLE 24---NUMERICAL and PERCENTAGE DISTRIBUTION of 1,945 WHITE YOUTH* (excluding Mexicans), SINGLE and LIVING WITH PARENTS, ACCORDING TO PRINCIPAL REASON GIVEN FOR DESIRING TO LEAVE HOME

	Total Number	Total %
Total	1,945	100.00
Family discord	33	1.69
Too much responsibility	14	.71
Too much restriction	24	1.23
Home too crowded; no privacy	12	.61
Better job opportunities elsewhere	67	3.44
Wanderlust	36	1.85
Racial or national discrimination	-	-
Other	39	2.00
Would not leave home	1,720	88.43

* Of the white youth, 51 made no response to this question; 1,126 are married; 500 do not live with parents or relatives; these figures are not included in this Table.

Summary

Summarizing the data we gathered on the home life of the youth interviewed, we find that:

1) 95% are of native-born parentage

2) Over 80% have parents both or one of whom were affiliated with some branch of the Protestant church.

3) One home out of every 11 lacks either adequate heating or lighting or both, and 2 homes out of every 11 are below a standard of comfort which includes bath, lighting, heating and radio.

4) 37% of the youth had fathers who had spent most of their occupational lives in laboring jobs; 37% had fathers who had spent their lives in sales or office work; 16% were sons or daughters of farmers; and 6% had fathers who were professional people.

5) One out of every 10 families had received relief and in two Areas one out of every 4 families had been on relief during the year preceding the interview.

6) In 6 out of 10 cases parents were living together; in 3 out of 10 the home had been broken by death; and in 1 out of 10 by divorce, separation, or desertion.

7) 20% of the single youth were living away from home, and 1 out of 9 of those at home expressed a desire to leave.

Section 3. Educational Background and Interests

Formal Schooling

The level offormal school attainment (highest grade successfully completed) was our first measure of the extent, character, and influence of education in the lives of these youth.

The largest group were those whose education consisted of high school completion, amounting to 31.61% of the total group. There were, however, 52.96% who had not completed high school, 7.28% who had not completed grade school, and only 3.28% who had completed college.

> Wide variations in the proportion of youth with meagre educational backgrounds are found as we compare the Areas of Investigation. In Area 4, 19.23% and in Area 10, 20.63% had not completed the seventh grade, while in Area 1 this amounted to only .61% and in Area 5 only .77%. An additional 22.11% in Area 4 and 18.51% in Area 10 had stopped their education at the end of the seventh grade, compared with 2.46% in Area 1 and 3.1% in Area 5. Area 4 had not a single college graduate.

Among those who had obtained their schooling in several places complaint was heard against the lack of uniformity which made transfer from school to school so difficult. One girl felt "old and out of place" because she had been demoted two grades on transferring to Dallas. Another said:

> "I was an orphan and lived with different relatives in several States and had trouble all the time in my credits when I was forced to change schools."

Through the use of this question and that used later to discover the extent of present participation in part-time education, we attempted to get a complete picture of any class work taken. While all courses which were the equivalent of a year's formal schooling were counted as an additional grade passed, we found many instances in which part-time courses had been taken in the past which were not the equivalent of a full year of schooling, but which do to some extent add to the picture of formal education.

In this way we discovered that 61 of those who were not high school graduates had taken short-term business training and that 109 of high school graduates had taken such training. Fifty-three of less than high school graduation had taken some course, such as beauty culture or trade training, as had 122 high school graduates. We found 20 who, after graduation, took post-graduate high school work, which, however, was not equivalent to a full school year.

A complete tabulation of responses is shown in Table 25.

TABLE 25---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,622 WHITE YOUTH (excluding Mexicans), ACCORDING TO HIGHEST SCHOOL GRADE SUCCESSFULLY PASSED

	Total Number	Total %
Total	3,622	100.00
Less than 6th grade	121	3.34
6th grade	143	3.94
7th grade	301	8.31
8th grade	290	8.00
9th grade	441	12.17
10th grade	623	17.20
11th grade (high school graduate)	1,145	31.61
1 year beyond high school	219	6.04
2 or 3 years beyond high school	220	6.07
4 or more years beyond high school	86	2.37
Graduate level	33	.91

Comparisons

We found only the slightest differences in the educational attainments of males and females. Almost exactly the same percentages had discontinued their schooling in the same grade. The median grade attainment for the total group was 10.8 grades; for all males, 10.7 grades; and for all females, 10.9 grades.

Reasons Given for Leaving Full-Time Day School

Irrespective of the grade level attained, we tried to secure from all who were no longer in full-time day school their reasons for leaving. The answer given by 45.87% was "Could not afford to continue", while that given by 12.83% was "Lack of interest in school generally". A third reason given by 10.07% was "Feeling of completion on graduation", which might be applicable to grade school, high school, or college commencement.

Among the 84 reasons given which we could not code on the Schedule was that there was no school available or that the difficulty in reaching one was so great that the youth were forced to stop their education, given by 18 youth.

We found among the 3,025 white youth who had left full-time day school, 84 who at the time of the interview intended to return and 50 who, although they left of their own accord, volunteered the information that they regretted having done so. Table 26 shows complete results.

Conference

TABLE 26---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,008 WHITE YOUTH* (excluding Mexicans) ACCORDING TO PRINCIPAL REASON GIVEN for LEAVING FULL-TIME DAY SCHOOL

	Total Number	Total %
Total	3,008	100.00
Could not afford to continue	1,380	45.87
Could afford to continue, but desired to earn own money	259	8.61
Lack of interest in school generally	386	12.83
Disciplinary difficulties	48	1.59
Subjects too difficult, or not kind desired	69	2.29
To marry	296	9.84
Feeling of completion on graduation	303	10.07
Own health	97	3.22
Family reasons: family health, family objection, to work at home	86	2.85
Other reasons	84	2.79

* Of the white youth, 17 made no response to this question, and 597 are still in full-time day school; these figures are not included in this Table.

Comparisons

We compared the responses of the two sexes to see whether reasons given for leaving full-time day school were the same for males as for females. A very significant difference appears in considering the response, "To marry", for 16% of the girls who left school did so for this reason, while only .5% of the boys gave this as a reason. Other differences were so slight as not to be significant. Contrary to the popular motion that girls like school better than do boys, we find that a slightly higher percentage of girls dropped school because of lack of interest.

Some very interesting facts are revealed when comparisons are made between the grades at which the youth left school, and their reasons for leaving. Shown below are the three dominant reasons for drop-outs at each grade level:

[illegible]

Grammarians

Highest grade Passed	Could Not Afford to Continue	Lack of Interest	To Marry
Less than 6th	51.69%	16.10%	2.54%
6th	47.52	18.44	5.67
7th	51.06	19.50	6.03
8th	40.81	21.08	9.42
9th	42.77	16.45	11.84
10th	31.15	18.83	18.58
11th (high school graduate*)	53.85	7.71	7.71
1 year of college	53.33	9.74	9.74
2 or 3 years of college	38.07	14.77	15.91
4 or more years of college*	19.72	2.82	5.63
Graduate level	4.00	4.00	8.00

* 17.47% of the high school graduates and 64.79% of those with 4 years of college gave as their reason, "Feeling of completion on graduation".

One can hardly believe that:

1) The economic factor should be allowed to interrupt so great a proportion of school careers or that there exists no way to prevent it.

2) There exists no educational process which can produce the essential values and at the same time hold the interest of the student through the eleventh grade or its equivalent.

3) Marriage must necessarily terminate education.

Changes in Course of Study

In an attempt to measure the degree of conscious dissatisfaction with previous school experience, we asked each youth to tell whether he would make any change in his course of study if allowed to repeat his school career and, if so, to designate the principal change.

We found that of the 3,481 youth who answered this question, 40.64% would make a change. The principal change that would be made by the greatest

number would be to increase the amount of business training taken, while physical science or mathematics was second.

Youth on the whole were more vocal concerning the handicap they feel because of lack of business training than on any other point. Sometimes consciousness of a need for vocational training which the present school system is not prepared to offer is the reason for discontinuing school careers. The report came from many that requests to transfer to the vocational school in order to obtain this training had been refused. As one youth put it, she would revise her course of study by

> "Leaving out a lot of things and putting more things in like 'Tech' has. Everybody fights to go there".

One of those who stopped high school because she couldn't get business training has probably very wisely generalized from her own case, as follows:

> "If the Junior high school (strategically located near a low economic area) were made into a vocational full high school, there would be many more of these 15-year-olds who would stay in school. They can't afford to go to the academic schools and can't get into 'Tech'. They would be kept out of trouble too."

The significance of the fact that only 1.43% felt the need for more social studies will be brought out later[1] in connection with the attitudes on social questions. For the present, it might be pertinent to again call attention to the fact that the amount of school time spent on these subjects in the Dallas school curriculum is exceedingly small. (Probably more time is spent in Dallas on such subjects than is spent by schools in the areas around the city from which so many youth have migrated.)

The complete tabulation of responses showing the number and percentage who would make changes, by type of change, is shown in Table 27.

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1. Part Ten, Sec. 8, p. 156 ff.

number would be the lowest [illegible]

[illegible] advance or [illegible]

You'd be the whole [illegible]

because of [illegible]

connections [illegible] for [illegible]

system is [illegible] to

caterer. [illegible]

tional [illegible]

youth [illegible]

"learning [illegible]

"Teach' [illegible]

One of them [illegible]

training has probably very [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

The significance of the [illegible]

social studies with [illegible]

on social [illegible]. For the [illegible]

attention to the fact that [illegible]

in the Online School [illegible]

is spent in [illegible] on such [illegible]

[illegible]

[illegible]

why were [illegible]

1. Part Two, Doc. B, p. 10.

TABLE 27---NUMBERICAL and PERCENTAGE DISTRIBUTION of 3,481 WHITE YOUTH* (Excluding Mexicans) ACCORDING TO PRINCIPAL CHANGES in COURSE OF STUDY IF ALLOWED TO REPEAT GRADE SCHOOL and HIGH SCHOOL EXPERIENCE

	Total Number	Total %
Total	3,481	100.00
More social studies (including psychology)	50	1.43
More physical sciences or mathematics	203	5.83
More English or literature	76	2.18
More foreign languages	153	4.39
More home economics	95	2.72
More trade training	117	3.36
More physical or health education	11	.31
More business training	583	16.74
More art, music and public speaking	92	2.64
Other	42	1.20
Would not change	2,059	59.14

* Of the white youth, 141 made no response to this question and are not included in this Table.

Comparisons

A slightly higher proportion of males than of females felt that, if they had the opportunity to repeat, they would change their school experience, and the proportion who would change rose steadily with an advance in educations attainment. This may be partially explained on the basis that the wider the school experience, the more likelihood of some errors having been made in selection of courses.

The variation between sexes as to the type of change which would be made in school courses is what one would expect. Almost the same percentage of males as of females would increase the amount of business training, but 10% of the males and only 2.87% of the females would increase the amount of mathematics, and 8% of the males and only .14% of the females would increase the amount of trade training. Four and six-tenths percent of the females would increase the amount of domestic science.

Present Participation in Part-Time Education

Some of the opportunities for continued part-time education in Dallas have already been mentioned and the enrollments noted.[1] We sought to discover to what extent part-time courses were being taken in the Public Evening Schools, the Y.M.C.A., Y.W.C.A., college extension schools, correspondence courses, and commercial institutions. Of the total group interviewed, 7.41% were taking courses in one or more types of schools.

> The Area differences were significant, for in those Areas which showed a relatively low educational attainment, such as 4, 10, and 16, less than 5% were taking such courses, while in Areas 1, 3, and 5, where the educational attainment was higher, the percentage was 9% or 10%.

> If we evaluate the relative weight of the three motivations considered as purposes in taking such courses, we discover that of the 268 who were taking such courses, 67 in the Public Evening Schools, 33 in the "institutional" schools, 35 in the "non-institutional" schools, and 26 who were taking correspondence courses (coded under "Other"), a total of 161, or 59.07%, were motivated by vocational purposes. Thirty-eight, or 14.18%, were taking courses for credit, and 16.79% for "cultural" or avocational reasons.

The complete tabulation of responses by type of school and purpose in taking course, is shown in Table 28.

1. Part Three, p. 28.

TABLE 28---NUMERICAL AND PERCENTAGE DISTRIBUTION of 3,620 WHITE YOUTH* (excluding Mexicans) ACCORDING TO EXTENT OF PART-TIME SCHOOL COURSES TAKEN DURING THE FOUR WEEKS PRIOR TO INTERVIEW - BY TYPE OF SCHOOL and PRIMARY PURPOSE in TAKING COURSE

	Total Number	Total %
Total	3,620	100.00
Public evening school (for credit)	13	.35
Public evening school (cultural)	14	.38
Public evening school (vocational)	67	1.85
Institutional schools (S.M.U., Y.M.C.A., etc.) (for credit)	24	.66
Institutional schools (cultural)	14	.38
Institutional schools (vocational)	33	.91
Non-institutional schools (for credit)	1	.02
Non-institutional schools (cultural)	17	.46
Non-institutional schools (vocational)	35	.96
Other schools	64	1.76
Took no part-time courses	3,352	92.59

* Of the white youth, 2 made no response to this question and are not included in this Table.

Comparisons

We found almost the same proportion (around 9%) of single and married males and single females taking part-time school courses, but a much smaller proportion (1.8%) of married females taking such work. The proportion of those taking part-time school courses was greater for those of higher educational levels than for those of lower ones. In other words, those whose educational deficiencies were greatest took additional courses in fewer numbers than did those whose educational attainments were highest.

Reasons Given for Not Having Taken Part-Time Courses

Of the 2,763 no longer in full-time day school and who had not taken part-time courses during the four weeks prior to the interview, we asked their principal reasons for this non-participation. "Not interested; no need; do not know why" is the reply given by 1,219, or 44.11%.

One of the most discouraging things was to find case after case in which the youth had set his mind on going to college and had no interest in part-tire courses. It seemed obvious that the youth felt that knowledge would be of no value unless obtained in a regular and recognized college. It is difficult properly to place the responsibility for this feeling, but obviously, if education is to be stimulated, then recognition for part-time effort, the only sort which is presently available to this group, must be given both by employers and by schools, and stress placed on its value and availability.

Although no other response to this question was accepted unless the interviewee showed a definite desire to take such courses, second in importanc was the reason, "Lack of money; cost of books, carfare, instruments, etc.", given by 25.62%.

Even many who were not interested in courses for themselves felt that the fees were too high. One youth was particularly outraged at what he considered an injustice:

> "I know a boy who enrolled there (Dallas Evening School) and went about two months. Then he found he couldn't afford it; he couldn't even buy the books, so he dropped the course. He still owed $3.00 and the school went after him to pay it. They even went to his boss and tried to get him fired because he didn't pay. He nearly lost his job in that way."

Combining the responses which are similar in nature, "Too tired after work" and "Lack of time", we find that 16.42% gave one of these responses.

A typical example is a 23-year-old grocery clerk, working 66 hours per week, who completed three years of college and wished to continue study while saving money to complete his college course:

> "I tried it for a week, but couldn't stand it. I didn't have time to study and was too tired after work to attend classes."

Some 218, or 7.88%, gave some reason coded under "Other" in Table 29, and of these, 88 who desired to take such courses were unable to do so because of the care of small children. Poor eyesight or illness prevented 26, and 15 had not participated because they intended to resume their education through full-time day school channels. Two and eighty-nine hundredths percent felt that the courses offered were inadequate, a percentage which was high in Area 11, where also was the greatest percentage who were prevented because of lack of money.

TABLE 29---NUMERICAL and PERCENTAGE DISTRIBUTION of 2,763 WHITE YOUTH* (excluding Mexicans) ACCORDING TO PRINCIPAL REASON GIVEN FOR NOT HAVING TAKEN PART-TIME SCHOOL COURSES DURING THE FOUR WEEKS PRIOR to INTERVIEW

	Total Number	Total %
Total	2,763	100.00
Not interested; no need; do not know why	1,219	44.11
Lack of money: cost of books, carfare, instruments, etc.	708	25.62
Too far to go	13	.47
Family objections	6	.21
Do not like schools	13	.47
Too tired after work	60	2.17
Too old; has finished school	52	1.88
Lack of time; has to work at night (evenings)	394	14.25
Courses inadequate; courses wanted not offered	80	2.89
Other reasons	218	7.88

* Of the white youth, 14 made no response to this question and 845 were full-time day school students or had taken part-time school courses during the past four weeks; these figures are not included in this Table.

Comparisons

A check of the relationship between sex and marital status as to the reason for not having taken part-time school courses brought out the following interesting differences:

Sex and Marital Status	Percentage Not Taking Such Courses Because of Lack of Interest
Single Males	38.17
Married Males	34.44
Single Females	37.37
Married Females	58.66

Approximately the same proportions of those from each grade level not taking courses said they were not interested in such further education.

Interest in Vocational Training

As a practical measure of the extent of interest in increasing vocational skills, we asked each youth if he would take vocational training if it were offered free and available under more or less ideal conditions, i.e., not far from his home and at hours which would not interfere with his working schedule.

We found that 42.74% of those now out of school would not take such training and an additional 4.97% said they did not know, while for the total group, the type of training that would be taken by the greatest percentage, 13.91%, was typing or stenography, and the second, professional or technical.

In contrast to the 111 who wished to take training but did not know for what, we found many who had very definite ideas as to what they wished to study, such as beauty culture, advertising, selling, nursing, radio or television, air-conditioning, Diesel

engineering, professional music, dancing, and interior decorating. One was constantly impressed throughout the Study by the large percentage of males who showed interest in physical sciences and mathematics and in new technical developments, such as air-conditioning, Diesel engineering, and television.

The complete tabulation of results is shown in Table 30.

TABLE 30---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,018 WHITE YOUTH* (excluding Mexicans) ACCORDING TO EXTENT TO WHICH FREE VOCATIONAL TRAINING WOULD BE TAKEN, IF IT WERE AVAILABLE, AND SPECIFIC KIND OF WORK FOR WHICH TRAINING WOULD BE TAKEN

	Total Number	Total %
Total	3,018	100.00
Typing, stenography, and secretarial	420	13.91
Other business and clerical	248	8.21
Trades or crafts	266	8.81
Agriculture and allied occupations	4	.13
Domestic or personal	103	3.41
Professional and technical	349	11.56
Do not know for what kind of work; or other	111	3.67
Would not take free vocational training	1,290	42.74
Do not know	150	4.97
Are now taking free vocational training	77	2.55

*Of the white youth, 7 made no response to this question and 597 are in full-time day school; these figures are not included in this Table.

Comparisons

When the answers to this question given by youth no longer in school are divided on the basis of sex and marital status, the following differences appear in regard to expressed interest:

Sex and Marital Status	Percentage Who Would Like to Take Part-Time Vocational Training
Single Males	62.20
Married Males	58.27
Single Females	65.65
Married Females	27.00

Differences in the type of training were also apparent, 20% of the males saying they would take trade training, while only .93% of the females would take such training. On the other hand, 19.7% of the females would take typing and stenography, while only 5.14% of the males would do so.

Our question was so phrased that individuals understood that they were to signify the type of training most desired within the range of occupations in which their previous education fitted them to embark. Those from low educational levels were, therefore, confined in the matter of choice, but high school graduates and those who had had some college work, having a wider range of occupational choices, revealed some interesting differences. Of the males who had graduated from high school, almost three times as many would study for some type of office work as would train for some trade. Likewise, two and one-half times as many would study for some professional or technical work as would study a trade. The ratio of female high school graduates who would enter some type of office training in preference to domestic or personal service was 7 to 1.

Interest in Non-Vocational Education

The interest in avocational education is considerably less than that expressed in vocational education. Two-thirds of the total group now out of full-time day school said they would not participate in such education, even though available free.

Considerable variation in interest in such education is apparent between the Areas, usually being lowest in those Areas where the level of previous education is low. Only 18.33% in Area 10, for example, showed any interest in such courses.

Moreover, a rather sizeable percentage of the total group, 3.52%, was uncertain as to the subject to be studied. For most Areas, the subjects which attracted the greatest interest were instruction in the actual practice of music, art, or crafts, with literature and languages attracting almost equal percentages, and drama a few more. In the miscellaneous category we included those who wished to complete their grade school education, of whom there were 12, those who wished to complete their high school education, of whom there were 30, and those who wished to take special study in grammar and rhetoric, 61. Twenty-five wished to study home economics and 29 wished to study dancing. Even the 33.85% who said they wished to take some avocational work must not be credited as being motivated

exclusively by the desire for knowledge for its own sake, for we found in the actual interviewing that many who wished to study Speech, study grammar or rhetoric, or complete a given level of school looked upon such activity as valuable to their progress in vocational lines. The distinction between avocational and vocational education became purely one of purpose rather than of a difference in subject content and it was not always possible to determine this purpose with sufficient exactness to classify the response under the proper category.

The complete tabulation of responses may be found in Table 31.

TABLE 31---NUMERICAL and PERCENTAGE DISTRIBUTION of 2,975 WHITE YOUTH* (excluding Mexicans) ACCORDING TO EXTENT of PARTICIPATION in FREE PART-TIME NON-VOCATIONAL, IF AVAILABLE, by SUBJECTS WHICH YOUTH WOULD MOST LIKE TO STUDY

	Total Number	Total %
Total	2,975	100.00
Literature	79	2.65
Languages	76	2.55
Social studies (including psychology)	47	1.57
Art or music -- appreciation only	39	1.31
Art, music, or crafts -- active participation	330	11.09
Physical science or mathematics	39	1.31
Speech, dramatic technique, etc.	91	3.05
Other	201	6.75
Uncertain as to what subject would study	105	3.52
Would not participate	1,968	66.15

* Of the white youth, 50 made no response to this question and 597 are still in full-time day school; these figures are not included in this Table.

Comparisons

The percentage of each sex by marital status who signified a desire to take non-vocational education is shown below:

Sex and Marital Status	Percentage Expressing a Desire to take Non-Vocational Education
Single Males	34.42
Married Males	22.71
Single Females	43.47
Married Females	26.17

Just what accounts for this influence of marriage upon interest in further education is difficult to determine, but certainly for the married male, added responsibility of a family is not cared for by increased wages, and the degree of economic security is usually less than before marriage.

It also seems significant, however, that with advances in educational attainment, there was greater interest in such courses.

Attitude on Sex Education

The majority (47.47%) of the group felt that home and parents were the proper channels through which sex education should come, only 20.32% believing that it should come through the school, while the source given with the next greatest frequency was that of a private physician or clinic, given by 3.38%.

Many who chose school as the best source of sex education did so reluctantly after deciding that, though home and parents were the ideal sources, many parents were not prepared to make this contribution to the education of their children. Typical of this attitude were these expressions:

"Home is really the best place, but usually the poorest."

"Some parents are utterly incapable of teaching that sort of thing. Fortunately, my parents did very well, I think. To let a child grow up without knowledge of that is next to criminal."

"That's the parents' business, but most of them haven't got the guts."

Some who suggested one of the grades in high school as the proper level for instruction realized that this might find some already possessed of such knowledge who might destroy the morale of the class. This brought forth expressions as:

"School is the best place if you can get them to listen and not giggle."

"They should keep the wise guys out of the classes."

It is significant to note the large number who believed that such education should begin very, very early in the youth's life. Two hundred and ten of the 710 who indicated school as the best place recommended the elementary grades as the proper level to begin.

Responses for which we had no coding were given by 224, composed chiefly of 82 who expressed the belief that a combination of school and parents would be the best method of sex education, 59 who believed that well-written books on the subject were most useful, 24 who felt that one's own experience was the best source, and 23 who believed that one could be adequately instructed by friends or contemporaries.

The complete tabulation of responses is shown in Table 32.

TABLE 32---NUMBERICAL and PERCENTAGE DISTRUBTION of 3,577 WHITE YOUTH* (excluding Mexicans) ACCORDING TO OPINIONS EXPRESSED as to the BEST SOURCE OF SEX EDUCATION

	Total Number	Total %
Total	3,577	100.00
Home, parents	2,056	57.47
School — elementary level: 6th grade or below	210	5.87
School — junior high school: 7th, 8th, 9th grades	299	8.35
School — senior high school: 10th, 11th grades	201	5.61
School — other	14	.39
Church	21	.58
Clubs	21	.58
Private physician or private clinic	121	3.38
Free public information service or free clinic	39	1.09
Other sources	224	6.26
No opinion	371	10.37

* Of the white youth, 45 made no response to this question and are not included in this Table.

Comparisons

A considerably larger percentage of females (64%) than of males (47.52%) were willing to entrust sex instruction to parents and the home. Marriage does not appear to affect these responses, but those who stayed in school longer indicated in larger numbers that school was the best place for such education.

Summary

In presenting data on education and educational interests, we have had constantly in mind these questions:

1) Has the education been adequate?

2) If not, are the deficiencies being overcome?

3) If there are educational deficiencies that are not at present being met, are there ways in which these might be overcome?

Table

While the evidence thus far presented and summarized below is largely quantitative, further Sections will reveal more of the qualitative adequacies and inadequacies.

1) 47% of the group are high school graduates and 3.5% are college graduates.

2) Slightly over 40% would change their high school careers if allowed to repeat them, an increase in the amount of business or vocational training taken being the change that would be made most frequently.

3) 7.5% are in attendance in part-time schools and 16.51% are still in full-time day school.

4) 42.74% would not take free vocational training and 66.15% would not take free non-vocational study even though available.

5) Marriage adversely affects the interest in education.

If we evaluate the general attitude toward all education, we find it is derived from the early notion that education will contribute to the youth's own ability to obtain an economic livelihood and social advancement, that even while in school he feels that much of what he is having is failing to give him this aid he so badly needs and he sees but little in the way of potential help from any existing or prospective educational processes. Education which he first symbolizes as the key to economic security becomes in practice an impractical and unrelated experience.

Section 4. Employment and Occupations

Vocational Guidance

To measure the extent of vocational advice received, it was necessary to set some standard and we finally phrased the question as follows:

"HAVE YOU EVER RECEIVED ADVICE CONCERNING WHICH VOCATION YOU SHOULD FOLLOW FROM A PERSON WHO WAS FAMILIAR WITH VARIOUS OCCUPATIONS and WHO KNEW YOUR ABILITIES? IF SO, GIVE THE PRINCIPAL SOURCE of SUCH ADVICE."

Out of the total group we found only 504 who had received such advice, a total of 13.94%. The major source of such advice was school officials, with personal friends accounting for a sizeable percentage. Employers had given such advice to 1.76% of the total group.

The importance of this problem of getting proper advice was expressed explicitly in the query of one youth:

> "Is there anywhere you can go and find out what fields of work are open? My worst problem is to know what I want to do and I think most high school graduates feel the same way from the time they leave school. And then some youth, not knowing what they want to do, waste their time in high school preparing for work they don't like."

Another girl whose search for work, like that of the one above had been handicapped by a lack of training, reported on her school experience:

> "I mixed my subjects all up without any plan — a little of everything, but I didn't know anything when I got through. If I'd had an adviser to help me select a course, I'd have got along better."

The situation which we so often found, in which youth prepare to enter college, but, unable to do so, are forced to work without any job training, was reversed occasionally, as in the case of an 18-year-old high school graduate who received no advice as to what to take in high school and graduated lacking subjects required for college entrance.

That which passes for vocational guidance in the schools drew forth some bitter comments, such as:

> "They (school authorities) think they're giving you guidance, but they aren't. They don't know what vocational guidance is."

> "We had a student council in school, but the counselor was just like a 'bull in a china shop'. He called us out alphabetically and asked us what we wanted to do."

The complete tabulation of responses is found in Table 33.

TABLE 33---NUMERICAL and PERCENTAGE DISTRIBUTION of 3617 WHITE YOUTH* (excluding Mexicans) ACCORDING TO EXTENT OF AND PRINCIPAL SOURCE of VOCATIONAL ADVICE RECEIVED.

	Total Number	Total %
Total	3,617	100.00
School official	253	6.99
Public employment office official	5	.13
Private employment office official	10	.27
Employer	64	1.76
Personal friend	147	4.06
Service Club members (Lions', Rotary, etc.)	5	.13
Other	20	.55
No vocational advice	3,113	86.06

*Of the white youth, 5 made no response to this question and are not included in the Table.

Present Employment Status

The most striking thing revealed by our question as to employment status covering the seven days prior to the interview was the extent to which youth were partially or totally unemployed. If we consider the 16.65% of the total group who were unemployed, but able and willing to work, and in addition, those who were at work on government relief projects, and those who were only partially employed, but seeking full-time employment, we find a total of 23.33%, or more than 1 out of 5. This varied from a total of 35.87% in Area 16, 28.83% in Area 4, to 11.07% in Area 1, the least distressed Area in this regard.

This question also gives us the distribution of those in school by Areas. We find that for Area 16 this constituted only 2.77% of the total group, in Area 9 only 5.21%, in Area 10 only 8.93%, in Area 1 32.61%, and in Area 2 34.63%. We also found the heaviest concentration of those occupied with home duties in the Areas that presented relatively low economic status, 4, 9, 10, 11, and 16. Of significance also seems the very small number who were not employed and who did not want or need work, giving every indication that the youth group desires to be fully occupied.

Table 34 shows the present employment status.

TABLE 34---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,621 WHITE YOUTH* (exclusive of Mexicans), ACCORDING TO EMPLOYMENT STATUS DURING 7 DAYS PRIOR to INTERVIEW

	Total Number	Total %
Total	3,621	100.00
Gainfully employed 30 or more hours	1,255	34.60
Gainfully employed at least 5 and less than 30 hours	140	3.89
Gainfully employed on public work relief projects	95	2.59
Unemployed: able and willing; no work at all or worked less than 5 hours	603	16.65
Not employed: ill health or other disabilities	64	1.76
Not employed; on vacation; job promised; started to work this week	38	1.04
Not gainfully employed: occupied with home duties	766	21.15
Not employed: does not want or need work	62	1.73
Not employed: able to work; family objection	1	.02
Full-time day school student	597	16.51

* 1 member of this group (i.e., total white youth) made no response to this question and is not included in this Table.

Comparisons

The following percentages have been arranged to show the influence of sex and marital status on the desire to obtain full-time work and the ability to secure it:

Sex and Marital Status	Percentage of Total Group Seeking Full-Time Work	Percentage of Those Seeking Work, Not Fully Employed[1]
All Males	77.30	34.28
Single Males	72.69	37.84
Married Males	97.45	18.96
All Females	43.95	47.27
Single Females	63.50	47.44
Married Females	17.09	46.41

1. Unable to obtain full-time work in private industry.

A check of the educational background of the employed and unemployed groups reveals this interesting comparison:

Highest Grade Passed	Number in Labor Market	Percent Employed 30 or More Hours	Percent Unemployed, Employed less than 30 Hours or on Relief
Total	2,092	59.95	40.05
Less than 6th	89	16.85	83.15
6th	95	24.21	75.79
7th	185	40.00	60.00
8th	150	55.33	44.67
9th	197	58.37	41.62
10th	249	59.84	40.16
11th (high school graduate)	786	66.50	32.59
1 year of college	148	74.33	25.50
2 or 3 years of college	122	81.97	18.03
4 or more years of college	53	84.91	15.09
Graduate level	18	100.00	-

Though it is not possible to determine how much of this employment of youth is due to the affiliations and relationships of their families in the communities (which undoubtedly are greater in most instances for youth who can afford higher education), education appears to have been a real asset in securing employment. The fact that one-third of those whose education consists of high school graduation are unemployed shows, however, that a high school diploma by no means guarantees a job.

Occupations of Employed Group

Table 35 is presented to show the types of occupations of the youth we interviewed. We found the largest percentage, 22.37% of the total group, in the "white-collar" jobs, with 9.11% in some form of laboring occupation, and 6.77% in some form of domestic or personal service. Of the total group 58.84% were not occupied, i.e., in school, homemakers or housewives, and unemployed.

TABLE 35---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,618 WHITE YOUTH * (excluding Mexicans), ACCORDING TO PRESENT GAINFUL OCCUPATION

	Total Number	Total %
Total	3,618	100.00
Professional	80	2.21
Administrative, managerial	20	.55
Sales	268	7.40
Clerical	442	12.21
Service	245	6.77
Skilled	52	1.43
Semi-skilled	228	6.30
Unskilled	50	1.38
State or Federal work relief project	95	2.62
Occupations not elsewhere classifiable	9	.24
Not employed: full-time students, homemakers, unemployed	2,129	58.84

* Of the white youth, 4 made no response and are not included in this Table.

Comparisons

A distribution by sex and marital status of the youth in given types of occupations reveal the following interesting differences:

Type of Occupation	Male		Female	
	Single	Married	Single	Married
Professional	3.38%	2.02%	9.38%	5.10%
Managerial	1.18	5.56	.20	-
Sales	23.98	20.71	9.18	16.33
Clerical	27.36	20.20	36.91	27.55
Service	7.94	9.09	28.71	26.53
Skilled	4.71	8.59	.59	-
Semi-skilled	20.03	22.22	5.66	17.35
Unskilled	5.00	6.06	.59	1.02
Relief	5.47	5.05	8.40	4.08

A study of the educational background of the youth in all occupations shows that these occupations fall into three classes:

1) Occupations in which the proportion of youth from each educational level is greatest for the lower levels.

2) Occupations in which the proportion of youth from each educational level is greatest for the higher levels.

3) Occupations in which the greatest proportion of youth have a median educational attainment.

Occupations of the first class include relief work, unskilled labor, semi-skilled labor, skilled labor, and domestic service; those of the second class are professional and managerial; and those of the third, sales work and clerical positions. Even though this concentration exists, this study also reveals that in most types of occupations, we find youth with widely varying educational backgrounds: college graduates and grammar school graduates doing semi-skilled labor, sales, and clerical work; high school graduates doing every sort of work from unskilled labor to semi-professional.

> In connection with the youth's occupations, it is interesting to note to what extent they are following the same types[1] of occupations as their fathers. There is, of course, more likelihood that a boy would follow the same type of work as his father than would a girl. We find that of the youth with occupations, only 14.35% of the males and only 7.38% of the females have the same type of work as their fathers. This percentage varies a great deal with each type of occupation, running for the males from a low of 5.26% (percentage of sons of administrators or managers who are administrators or managers) to 50% (sons of clerical workers who are clerks); and for the females from none to 54.28% (daughters of clerks who are in clerical work).

A comparison of the occupations which youth hold with the types of jobs for which they would like to take vocational training, reveals the extent of satisfaction with their present occupations and the types of occupations to which they aspire. For example, we find that of those engaged in

> Professional work,
> 2 out of 4 expressed no interest in vocational training;
> 1 out of 4 wished to study further professional work;
> 1 out of 4 would study for some other type of occupation, in either business or trade.

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1. It should be remembered that "type" of occupation refers to a general class, i.e., "professional" includes pharmacists, teachers, doctors, etc., etc., and the son of a pharmacist who becomes a doctor is included in the percentage.

Administrative positions,
10 out of 20 would not take vocational training;
3 out of 20 would take further business training;
1 out of 20 would take trade training;
3 out of 20 would take professional or technical work;
1 out of 20 is studying;
2 out of 20 are undecided, either as to whether they would study or for what they would study.

Sales work,
4 out of 10 would not take vocational training;
almost 4 out of 10 would study for some form of business or clerical work (which includes sales work);
2 out of 10 would study for some form of professional or technical work.

Clerical occupations,
3 out of 10 expressed no desire to go further with vocational training;
3 out of 10 wished to take further business training;
2 out of 10 would take professional or technical or trade training;
1 out of 10 is studying.

Domestic or personal service,
3 out of 10 would not take further training;
7 out of 10 expressed a desire to study for a variety of occupations, but almost none desired to study further for domestic or personal service.

Of those following the skilled trades,
1 out of 4 would not continue vocational study;
1 out of 4 wished to study further trade training;
1 out of 4 wished to study technical or professional training;
the remainder wished to study for various other types of work.

Of the semi-skilled laborers,
8 out of 20 would not take further training;
4 out of 20 would take further trade training;
3 out of 20 would take either clerical or business training;
3 out of 20 wished to study for technical or professional work;
2 out of 20 are studying.

Of the unskilled laboring group,
2 out of 10 would not study;
3 out of 10 would take trade training;
1 out of 10 would study for professional or technical work;
2 out of 10 would study for business;
2 out of 10 were undecided, either as to whether they would study or for what they would study.

Of the relief group,
2 out of 10 would not take vocational training;
3 out of 10 would take trade training;
2 out of 10 would study for business;
1 out of 10 would study for domestic or personal service;
2 out of 10 were undecided, either as to whether they would study or for what type of work they would train.

If we summarize this for the entire group, we find that:

1) 38.58% either would not study for a vocation or do not know if they would, a percentage which may be partly accounted for on the basis of satisfaction with present employment, and partly on the basis of inertia.

2) 21.65% would either perfect their abilities in the occupation being followed, or would build upon it to arrive at some similar, but more advanced skill.

3) Subtracting the 2.4% of the total group already studying vocational training, there remain 37.5% who gave evidence that they were so dissatisfied with their present class of occupation that, if given the opportunity, they would study for some other type of work.

Lapse of Time between School and First Permanent Job

For the group who have sought full-time employment, we endeavored to measure the extent of time between their leaving school and finding such employment. Of these 86.32% finally received at least one full-time job of more than three months duration, although 7.08% of the total group were unemployed for more than two years. Of the group wanting full-time employment 13.64% had never obtained it at the time of the interview and 5.79% had been seeking unsuccessfully for more than two years.

Although some variations are to be seen in the success which has attended the efforts of the youth of each Area to secure employment, we find in every Area that a very significant percentage were idle longer than two years before their first jobs or had been unable to find work up to the time of the interview.

The median length of time between leaving school and securing employment is as follows:

For Those Who Secured Jobs	Median Lapse of Time
Total group	4.1 months
Males	3.8
Females	4.6
For Those Who Had Not Secured Jobs	
Total group	18.0 months
Males	16.8
Females	18.6

Table 36 shows complete tabulation of responses to this question.

TABLE 36---NUMERICAL and PERCENTAGE DISTRIBUTION of 2,570* WHITE YOUTH (excluding Mexicans), ACCORDING to TIME ELAPSING BETWEEN LEAVING FULL-TIME DAY SCHOOL and OBTAINING FIRST FULL-TIME EMPLOYMENT OF MORE THAN THREE MONTHS' DURATION

	Total Number	Total %
Total	2,570	100.00
Secured such employment within 6 months	1,618	62.95
Secured such employment within 6-12 months	253	9.84
Secured such employment within 12-18 months	102	3.96
Secured such employment within 18-24 months	64	2.49
Secured such employment, but not within 2 years	182	7.08
Has never secured such employment, has been seeking less than 6 months	98	3.81
Has never secured such employment, has been seeking 6-12 months	55	2.14
Has never secured such employment, has been seeking 12-18 months	23	.89
Has never secured such employment, has been seeking 18-24 months	26	1.01
Has never secured such employment, has been seeking more than 2 years	149	5.79

*Of this group (i.e., total white youth) 29 made no response to this question; 1,023 are still in full-time day school or have never needed or wanted full-time employment; those figures are not included in this Table.

Comparisons

These figures illustrate that the females have more difficulty in securing work than do males which is further evidenced by the fact that 15.22% of the females who wished full-time employment had not been able to secure it, while 11.11% of the males sought work unsuccessfully for periods ranging to more than two years.

Comparing the groups from the various educational levels, we discover that the length of time between school and work averages a shorter period for those from each higher educational level. For example, of those who completed only the seventh grade or less, 24.16% of those seeking work had never secured full-time employment, while all college graduates who sought work had obtained it, other percentages falling between these two.

As mentioned earlier, it is extremely difficult to determine in how many cases this ability to obtain employment was due to education and in how many cases to family prestige, personality or other factors. It should be remembered that even among those who had one or more years in college, there remained a considerable proportion unemployed and a considerable number who were idle more than a year before securing work, and that those percentages are even greater in the case of high school graduates.

Reasons Given for Unemployment

Our next question was designed to discover, from those who were unemployed, what they considered to be the principal reason for their unemployment. Answers given divided the unemployed youth into two major categories: those who felt that some factor in the economic system predominated in preventing their obtaining work, and those who felt that employment might have been secured were it not for some personal inadequacy in the way of training, experience, or effort in seeking, etc., with 59.46% of the unemployed falling in the first group and 30.64% in the second. Answers such as "Care of children

Comparisons

These figures would [illegible] difficulty in securing work than [illegible] by the fact that 18.0% of the females who [illegible] been able to secure [illegible], while [illegible] for periods ranging [illegible].

Comparing the [illegible] we observe that the length of [illegible] for those from [illegible], or those who completed only the [illegible] work had never secured [illegible] the amount work had obtained [illegible].

As mentioned [illegible] many [illegible] education and [illegible] of these teachers. [illegible] who had one or [illegible] also [illegible] idle more [illegible] of degrees are [illegible].

Reasons Given for [illegible]

Our next question [illegible] employed, what [illegible] work. [illegible] those who felt that [illegible] venting [illegible] have been [illegible] experience, [illegible] in the first group and [illegible]

or "Haven't had time to find work" were unassignable to either of these factors and constitute 9.9% of the responses.

> In suggesting this classification we are well aware that few youth express their decision that there are no jobs to be had in terms of "economic mal-adjustment"; or, after deciding that some form of personal inadequacy or economic mal-adjustment is the cause of their unemployment, think or plan how they might overcome such mal-adjustment or inadequacy.

> Although 40% of this group had had no work experience in a permanent job, only 13.4% gave as their reason "Lack of experience" or "Lack of Training and lack of experience". By far the largest percentage, 38.68% of the total group, responded that there were simply no jobs. Among the miscellaneous reasons given for being unemployed were "Haven't had time to find work", given by 35; an admission of not having tried hard enough, given by 61; a lack of knowledge as to how to seek work, given by 4; and satisfaction with relief employment, expressed by 4 others.

This inability to find work often brought forth bitter expressions. One from an 18-year-old typist who had had only temporary work was:

> "They won't take you unless you've had a certain amount of experience and how are you going to get it?"

Another girl, whose family moved here nine months before the interview was taken, being forced out of the drouth area in West Texas, and whose only job had been as a laborer in a canning factory, said:

> "You have to have pull and know people to get a job. Those coming here from other places don't have a chance."

A 17-year-old waitress explained her present unemployment this way:

> "If you'll date your boss, you can get a job; if you won't you can't. I lost my last job because I wouldn't sleep with my boss."

The complete tabulation of responses is shown in Table 37.

TABLE 37---NUMERICAL and PERCENTAGE DISTRIBUTION of 760* WHITE YOUTH (excluding Mexidans) ACCORDING TO PRINCIPAL REASON FOR BEING UNEMPLOYED

	Total Number	Total %
TOTAL	760	100.00
Unemployed: wages are too low	18	2.36
Unemployed: no available jobs of kind desired	140	18.42
Unemployed: no availabole jobs—reasons other than 3 or 4	294	38.68
Unemployed: lack of training	61	8.06
Unemployed: lack of experience	58	7.63
Unemployed: lack of training and experience	44	5.78
Unemployed: other reasons	145	19.07

* Of this group (i.e., total white youth) 116 made no response to this question; 1,852 are full-time day school students or employed; 766 are homemakers or housewives; 57 are physically unable to work; and 71 do not want or need work; these figures are not included in this Table.

Comparisons

If we observe the classification suggested above of dividing responses into cases where the economic factor is given as the predominant reason and cases where some personal factor is given, we find differences on both the bases of sex and education. For example:

TOTAL

Sex and Grade Level	Percentage Giving as Cause of Unemployment	
	Economic Mal-Adjustment	Personal Inadequacy
All Males	69.66	19.12
Males completing 7th grade or less	76.07	18.83
Males completing 8th, 9th, or 10th grades	69.03	22.12
Males graduating from high school	56.33	23.94
Males completing 1 or more years in college	71.42	28.58
All Females	50.00	39.07
Females completing 7th grade or less	63.50	33.79
Females completing 8th, 9th, or 10th grades	52.85	36.58
Females graduating from high school	39.76	45.78
Females completing 1 or more years in college	54.83	35.48

The figures seem to justify two conclusions:

1) Males are more likely to place the blame for their unemployment on something other than themselves.

2) Education up through the point of high school graduation appears to increase the feeling of vocational or personal inadequacy.

Placement and Guidance Service Received

Through our next question we attempted to discover the extent to which youth had made use of free employment services and the types of service received. As Table 38 shows, 518 of the total group had registered and of these, 154, or 29.7%, had received some placement. In other words, if a youth registers, his chances are approximately 3 in 10 that he will receive a placement. Should, however, the group of 935 who had need of employment but

had not registered been added to the group who did register, the extent of such placements would probably have dropped almost proportionately.

TABLE 38---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,621 WHITE YOUTH* (excluding Mexicans) ACCORDING TO REGISTRATION AT and SERVICES FROM A FREE EMPLOYMENT OFFICE DURING the TWELVE MONTHS PRIOR to INTERVIEW

	Total Number	Total %
TOTAL	3,621	100.00
Not registered	3,103	85.69
Registered—received guidance only	20	.55
Registered—received neither guidance nor placement	344	9.50
Registered—one placement	125	3.45
Registered—two placements	14	.38
Registered— three placements	7	.19
Registered—four or more placements	2	.05
Registered—other	6	.16

* Of the white youth, 1 member made no response to this question and is not included in this Table.

The failure of employment agency officials to understand fully the personality or the physical condition of applicants often results in offers of jobs which the youth himself either cannot or will not accept. Typical examples are those of a 22-year-old unemployed youth who says that as a result of his registration:

> "I was sent on the WPA, 14 miles away and had no money or way to go to work";

and of an 18-year-old high school graduate, who has since obtained a job for himself as a sales clerk. His remark is interesting, because it illustrates not only this failure, but also the existing attitudes toward certain types of work. Although very much in need of a job at the time, he said, speaking of the employment service:

> "They called me and wanted me to sell flowers on the street and I told them to jump in the lake."

Reasons Given for Not Having Registered

We asked each interviewee why he had not registered at a free employment service. Eliminating those who had been fully occupied with school, work, or home duties, and the group who had registered, of the remainder, 32.3% gave as explanation that they did not know there was a free employment service.

Among those knowing of the service, we found a full range of attitudes from the snobbish

> "I wouldn't be caught dead in them. Nobody uses them but Mexicans and Negroes,"

to the enthusiastic endorsement of the public office from a youth who described commercial employment agencies as a "racket".

> The combined responses of two categories similar in nature, namely, "considered agency ineffective" and "Preferred commercial agency or to get own job" amounted to 37.16%. "Neglect; do not know why", given by 19.35%, covers many degrees of timidity, apathy, inertia.

The tabulation of these responses is shown in Table 39.

TABLE 39---NUMERICAL and PERCENTAGE DISTRIBUTION of 904 WHITE YOUTH* (excluding Mexicans) ACCORDING TO PRINCIPAL REASON GIVEN FOR NOT HAVING REGISTERED at A FREE EMPLOYMENT OFFICE DURING THE TWELVE MONTHS PRIOR to INTERVIEW

	Total Number	Total %
TOTAL	904	100.00
Preferred commercial agency or to get own job	255	28.20
Did not know there was a free agency	292	32.30
Neglect; do not know why	175	19.35
Family objection	4	.44
Too young	2	.22
Did not want a job	69	7.63
Considered agency ineffective	81	8.96
No use since there were no jobs	5	.55
Other reasons	21	2.32

* Of the white youth, 31 made no response to this question; 518 had registered 2,169 had been employed the full period, were in school, or were homemakers or housewives; these figures are not included in this Table.

Summary

In this Section we have shown that:

1) 13.94% of the total group had received vocational advice.

2) 23.33% wanted but did not have full-time employment.

3) Of those in the labor market, 34.28% males and 47.27% females were without full-time work.

4) While education proves a considerable asset in the search for employment, 40% of those not employed are high school graduates, indicating that education at this level is no guarantee of employment.

5) The wide differences in educational background of youth in the preferred types of occupation indicate that for most of these a given level of formal education is an asset, but other factors have considerable importance.

6) Of those with occupations, only 14.35% males and 7.38% females follow the same general type of work as their fathers, although this mounts to 50% in the case of the sons and daughters of clerical workers.

7) Only 21.65% would take vocational training for their present occupation or for one which represents a more advanced stage of similar work.

8) 86% of the group who sought full-time work have had at least one job of three months or more duration, although the median lapse of time between school and work was 4.1 months; 13.64% of the total group had never received full-time work, although the median lapse of time was 18 months.

9) Approximately 60% of the youth considered their unemployment due to the limited number, kind, or compensation of jobs, while 40% believed that they would be employed if it were not for some personal inadequacy.

10) 37.4% of those who needed and wanted full-time work registered at some free employment service, but of those registered only 29.7% (11.1% of those needing work) received placements through this source.

These figures together present a composite picture of partial or total idleness that reaches staggering proportions. One white youth out of 5 in Dallas has no full-time employment. THIS MEANS THAT FOR THE WHITE YOUTH IN DALLAS THE FIRST PROBLEM FOR SOLUTION IS THE PROVISION OF BETWEEN SEVEN AND EIGHT THOUSAND SATISFACTORY FULL-TIME JOBS.

Section 5. Health

Our first index as to the character of health services the white youth were receiving is presented in Table 40 which shows that 42.55% of the total group received some sort of medical examinations during the twelve months preceding the interview.

TABLE 40---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,622 WHITE YOUTH (excluding Mexicans) ACCORDING TO ROUTINE MEDICAL EXAMINATION RECEIVED or NOT RECEIVED DURING THE TWELVE MONTHS PRIOR to INTERVIEW

	Total Number	Total %
TOTAL	3,622	100.00
Received medical examination	1,541	42.55
Did not receive medical examination	2,081	57.45

A waitress had this to say about the examinations given food handlers by the City Health Department:

"The health card examination is just a joke. You just answer questions and get a card. I know lots of girls who ought not to be working with food."

In almost every instance the percentage receiving examinations was higher in Areas of relatively high economic status, and lowest in those of low economic status.

Table 41 shows, first, that 62.53% felt no conscious need for medical attention during the preceding year, and that 1.07% of the total group desired medical attention but did not receive it. While small, this represents 2.8% of all those who felt a conscious need for medical service. A third fact is that 4.11% of the total group received medical attention either in whole or in part from some charitable source. We may combine the two factors shown above to conclude that of the group expressing a conscious need for medical service, 13.9% were unable to afford it through private hospital and medical channels. This percentage is again intimately associated with the economic status of the Areas, for it amounted to less than 6% in Area 5, and over 30% in Area 10.

TABLE 41---NUMERICAL AND PERCENTAGE DISTRIBUTION of 3,606 WHITE YOUTH* (exclusive of Mexicans) ACCORDING TO MEDICAL SERVICES (exclusive of medical examination) RECEIVED or NOT RECEIVED DURING THE TWELVE MONTHS PRIOR to INTERVIEW

	Total Number	Total %
Total	3,606	100.00
No medical attention - no need	2,255	62.53
No medical attention - could not afford	21	.58
No medical attention - other reasons	18	.49
Free clinic**	84	2.32
Free hospital care	41	1.13
Private physician, specialist, private hospital care	1,126	31.22
Private physician and free hospital care	16	.44
Private physician and free clinic	8	.22
Private nurse or midwife only	2	.05
Other medical services	48	1.33

* Of the white youth, 16 made no response to this question and are not included in this Table.

** 13, (.31%) receiving free clinical care received free hospital care as well, and appear in the Table under both categories.

We have used the term "conscious need" because our interviewers found repeatedly that youth from families of high economic status obtained medical service in cases where youth, to whom the cost was a more important factor, would not have consulted a physician. For example, a single 18-year-old girl had been kept out of school the entire past semester because of what

Total		
No modern [illegible]		
No modern [illegible]		
No modern [illegible]		
Drug clinics		
Type B [illegible]		
Private [illegible]		
Private [illegible]		
Private [illegible]		
Other medical [illegible]		

she described as a "run-down" condition, but said that she had no need for a doctor. A boy of the same age, who suffered from such repeated colds that he had not attended church and had been kept out of school, did not believe his condition merited medical attention. Fear and religious attitudes also play their parts, as in the cases of an 18-year-old single girl who was forced to give up her last job because she was suffering adhesions as a result of an appendectomy several years ago and who does not go to a physician because she fears another operation; and of a 22-year-old girl who had not worked for the week prior to the interview because of ill health and who said:

> "Father doesn't believe in having a doctor. He (the doctor) doesn't do any good by coming to see you."

Our question in regard to dental attention revealed a number of things:

1) How many of the youth (18.2%) had never been to a dentist;
2) How many (52.4%) had been within the past year;
3) How many (29.3%) of those who had been at least once, but not within the last year;
4) The reasons given for going or not going in all cases.

From this last information, we can report that only 1 out of 5 goes to the dentist once a year because of a regularly scheduled habit. This varies again, however, from 1 out of 2 in Area 1 to only 1 out of 10 in Area 10. Almost the same percentage from every Area are forced to go to the dentist because of acute need.

Occasionally we found cases of almost unbelieveable ignorance in regard to dental habits. For example, a 21-year-old high school graduate reported that he had not been to the dentist because

> "The only reason you should go to a dentist often is to have your teeth inspected and I can inspect my own."

Another high school graduate had not been because he agreed with his mother's opinion that,

"Dentists fooling with teeth and cleaning them causes them to rot."

The complete tabulation of responses is shown in Table 42.

TABLE 42---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,594 WHITE YOUTH* (excluding Mexicans) ACCORDING TO PRINCIPAL REASON GIVEN for GOING or NOT GOING TO A DENTIST DURING THE TWELVE MONTHS PRIOR to INTERVIEW

	Total Number	Total %
TOTAL	3,594	100.00
Went because of need	1,056	29.38
Went because of schedule habit: goes regularly at least once a year	777	21.61
Went, sent by school	7	.19
Went, sent by employer, CCC officials	13	.36
Went, other reasons	31	.86
Did not go, no need	688	19.14
Did not go, could not afford	130	3.61
Did not go, fear	45	1.25
Did not go, neglect	184	5.12
Did not go, other reasons	6	.16
Never have been (regardless of reason)	657	18.28

* Of the white youth, 28 made no response to this question and are not included in this Table.

Comparisons

The relationship between what youth are doing and their health habits is shown rather clearly by the following:

Employment Status	Percentage Receiving Medical Examinations
Employed full-time	54.88
Employed part-time	49.28
Full-time day school students	46.28
Housewives	33.20
Unemployed	20.08
Relief workers	13.68

We also find differences in the proportion of routine medical examinations received by each sex, 50.87% of the males and 36.88% of the females receiving such examinations. For both groups, however, the percentage receiving examinations rose steadily with the advance in educational level.

Medical services received also showed relationship to sex, for 27.05% of the males had felt a conscious need for medical attention during the year prior to the interview and 44.81% of the females had felt such a need.

Differences in dental habits on the basis of sex do not appear large enough to be significant, but differences on the basis of educational attainment are marked.

	Never Have Been to A Dentist		Have Been, but Not in Past Year		Went in Past Year Because of Schedule Habit	
Educational Level	Male	Female	Male	Female	Male	Female
7th grade or less	51.52	44.32	8.76	15.34	2.29	1.33
8th, 9th, or 10th grade	16.78	19.41	8.12	12.72	14.07	17.51
High school graduate	11.01	11.03	9.43	9.86	23.14	28.01
1 to 3 years in college	5.14	3.45	9.14	6.89	33.71	49.42
4 or more years in college	-	-	9.80	-	31.77	75.00

Summary

Our material on health shows briefly that:

1) 42.5% of the youth were receiving medical examinations each year, but many of these examinations must be considered woefully inadequate.

2) 37.47% felt the need for medical service (27.05% males and 44.81% females).

3) 13.9% of those who desired such service could not afford it through private sources.

4) 18% had never seen a dentist and 47.6% had not seen a dentist within the past year.

5) Health habits are better for those with more formal education, but many high school graduates do not have the habits of periodic dental and medical examinations.

Section 6. Leisure Time Activities

Three Major Recreational Habits

To discover how youth spend their time when not in school or work, we sought information as to the three principal ways in which free time was being used. We found "Movie attendance" by far the most popular and counted as one of these three by 56.26% of all white youth interviewed. "Reading" was second, listed by 38.16%, and "Engaging in individual physical activities" third.

A variety of recreations was included under the miscellaneous category, but no one of these appeared with as great frequency as the ten recreations which were coded. Five of this miscellany appeared sufficiently often to merit mention and are given below in order of their appearance:

1) Sewing, needle-work and embroidery
2) Visiting
3) Riding in automobiles
4) Hunting and fishing
5) Watching athletic events

Complete tabulation of responses is shown in Table 43.

TABLE 43---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,613* WHITE YOUTH (excluding Mexicans) ACCORDING TO THEIR THREE PRINCIPAL LEISURE TIME ACTIVITIES DURING THE TWELVE MONTHS PRIOR TO INTERVIEW

	Total Number	Total %
TOTAL	3,613	100.00
Nothing in particular; sitting or standing around loafing	362	10.01
Playing team games such as football, basketball, baseball	632	17.49
Engaging in individual physical activities	1,201	33.24
Reading	1,379	38.16
Movie attendance	2,033	56.26
Hobbies and cultural activities	338	9.35
Playing cards, checkers, puzzles, etc.	350	9.68
Dancing, attending, parties or teas	1,072	29.67
Listening to the radio	786	21.75
Dating	521	14.42
Other	811	22.44

*9 members of this group (i.e., total white youth) made no response to this question and are not included in this table.

Comparisons

As would be expected, sex and marital status affected recreational habits profoundly:

Recreational Habit	Percentage of Each Sex, by Marital Status, Listing as One of the Three Major Recreational Habits			
	Single Males	Married Males	Single Females	Married Females
Movie attendance	49.36	51.94	62.13	59.16
Engaging in individual physical activities	42.85	30.30	32.98	21.59
Playing team games	39.55	23.37	4.30	2.02
Reading	28.71	29.87	46.98	41.51
Dancing, attending parties, teas	29.11	19.04	41.85	16.42
Listening to the radio	12.73	28.13	19.54	35.99
Dating	21.75	2.16	18.81	1.12
Playing cards, checkers, puzzles, etc.	8.14	11.68	6.51	15.74
Loafing; nothing in particular	11.07	21.21	7.49	9.11
Hobbies and cultural activities	11.15	9.09	10.34	5.51
Hunting and fishing	5.14	6.46	.24	.90
Sewing	-	-	9.13	19.12
Visiting	.71	2.15	2.93	11.92
Riding in automobiles	2.29	3.44	3.10	5.62

As one 24-year-old housewife, with more than a year in college, naively expressed it,

> "I used to play tennis before I was married, but now I go to a show. It's the truth - married life sure does change you."

Comparisons

As would be expected, the [illegible] showed [illegible]

habits profoundly:

Recreational Habit	[illegible]	[illegible]	[illegible]	[illegible]
Movie attendance	[illegible]	[illegible]	[illegible]	[illegible]
Swimming in individual pursuits	[illegible]	[illegible]	[illegible]	[illegible]
Playing team games	[illegible]	[illegible]	[illegible]	[illegible]
Reading	[illegible]	[illegible]	[illegible]	[illegible]
Dancing, dancing parties, teas	[illegible]	[illegible]	[illegible]	[illegible]
Listening to the radio	[illegible]	[illegible]	[illegible]	[illegible]
Dating	[illegible]	[illegible]	[illegible]	[illegible]
Playing cards, checkers, [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Loafing; sorting in particular	[illegible]	[illegible]	[illegible]	[illegible]
Hobbies and cultural activities	[illegible]	[illegible]	[illegible]	[illegible]
Hunting and fishing	[illegible]	[illegible]	[illegible]	[illegible]
Sewing	[illegible]	[illegible]	[illegible]	[illegible]
Visiting	[illegible]	[illegible]	[illegible]	[illegible]
Riding in automobile	[illegible]	[illegible]	[illegible]	[illegible]

[illegible] exercised it,

[illegible]

Groups having different educational backgrounds likewise show differences in recreational habits. For example, almost one-third of those who finished only the seventh grade or less counted loafing as one of their major recreational habits, while not more than 10% of those from more advanced educational levels counted this. Also, the percentage engaging in individual physical activities, the percentage who indicated reading as a recreational habit, and the percentage listing hobbies and cultural activities all increase with each advance in educational attainment.

Adequacy of Neighborhood Facilities

An interesting series of facts was revealed in the tabulation of responses to the two questions:

> "DO YOU THINK ANY ADDITIONAL RECREATIONAL FACILITIES ARE NEEDED by the YOUTH of YOUR NEIGHBORHOOD? IF SO, WHAT IS THE ONE THING MOST NEEDED?"

These were:

1) 50.68% of the total group felt that facilities were adequate.

2) This feeling seems in no way to be correlated with the actual number of facilities. Youth in neighborhoods where almost no facilities existed sometimes answered with greater frequency that none were needed than did those in Areas more fortunate in this respect.

3) 6.47% of the youth had the feeling that some facility was needed, but did not know for what.

The explanation for these responses appears to be that the reply of each youth is based, first, on the extent to which he was accustomed to make use of the recreational facilities of the neighborhood and, second, on his experiences with facilities other than those provided in his neighborhood. For example, youth coming from rural areas, where no recreational facilities had been provided, usually expressed no need for additional facilities even though their recreational habits showed a lack of wholesome activity.

Those were:

"DO YOUR THING"
by the YOUTH of TO
[OUT DRESSED"

[former] to the two [illegible]

An interesting [illegible]

Advantage of Mod[illegible]

[illegible] advance in advantageous [illegible]

the [illegible] the [illegible] it, and

activities, the [illegible]

reveals counted the. Also,

[illegible] thumbs, while [illegible]

[illegible] the seventh [illegible]

[illegible] recreational [illegible]

[illegible] recreational [illegible].

[illegible] rooms [illegible]

In contrast to this, a former resident of Los Angeles described enthusiastically a fully equipped recreation field to which one might belong for 3¢ a week, and a former resident of Chicago showed the interviewer a community paper issued there which told of the activities of a recreation field house in that city.

A frequent comment was that there were no places for people to get acquainted. Even after two years of residence in a section, youth would report that they knew no one and that the greatest need was for some means of meeting those of the same age in the neighborhood. Also frequently reported were cases of young married women whose children prevented their going out, since the expense of hiring a nurse for the children would be entirely too great.

The complete tabulation of responses is found in Table 44.

TABLE 44---NUMERICAL and PERCENTAGE DISTRIBUTION of 2,920 WHITE YOUTH* (excluding Mexicans) ACCORDING TO RESPONSES TO QUESTIONS: DO YOU THINK ANY ADDITIONAL RECREATIONAL FACILITIES ARE NEEDED BY THE YOUTH OF YOUR NEIGHBORHOOD? IF SO, WHAT IS THE ONE THING MOST NEEDED?

	Total Number	Total %
TOTAL	2,920	100.00
Recreational facilities adequate; no additions necessary	1,480	50.68
Parks, playgrounds, or athletic fields	491	16.81
Swimming pools, riding academies	151	5.17
Recreation centers, club houses	244	8.35
Skating rinks, amusement parks	49	1.67
Clubs, organizations	83	2.84
Dance halls, better dances, more dances	73	2.50
Movies	20	.68
Cultural and educational: libraries, concerts, dramatics, art & craft classes	50	1.71
Facility needed, but do not know what	189	6.47
Other facility needed	90	3.08

* Of the white youth, 702 members of this group made no response or had no opinion and are not included in this Table.

In contrast to this, [illegible] the [illegible] described
enthusiastically a [illegible] where [illegible]
might belong for [illegible] and [illegible]
the literature[illegible] [illegible] [illegible]
activities of a recreation [illegible]

A freshman commented [illegible] for [illegible]
acquainted. Even after two [illegible] a week, [illegible]
port that they knew [illegible] for some young [illegible]
meeting those of the [illegible] previously [illegible]
were cases of young [illegible] during [illegible]
times the expense of [illegible] would be entirely too
great.

The complete [illegible]

| | | |

Club Participation

Further light on the recreational habits of youth is shown in the extent of their participation in the groups and clubs of the city, only 22.37% of the white group having had any consistent participation in clubs during the three months prior to the interview. The extent of participation was consistently low in Areas of low economic status and ranged from 9.03% participating in Area 16 to 33.24% participating in Area 1. THE SO-CALLED "CHARACTER-BUILDING" CLUBS WERE SHOWN TO BE REACHING APPROXIMATELY 7% OF THE TOTAL GROUP and any special efforts they may have made to reach those most in need of group association are to be seen only in Areas 4 and 10 in which the percentages reached are slightly above the median. Membership in fraternities and sororities shows definite Area characteristics, being highest in Areas 1 and 3 where the economic status is relatively high and almost unknown in Areas 4, 9, 11, and 16 where the economic status is relatively low.

> The high schools have placed a more or less effective ban on fraternities and sororities among the students, and much comment was heard on this, the arguments for fraternities being chiefly that they provided places to dance (school dances were condemned because of the poor music), and that they provided an opportunity for girls to invite boys to dances where they otherwise had no opportunity to be popular. Others reported that the fraternities and sororities were as strong as ever and that many students would stop school if not permitted to belong.

Those who are coded as participating in some other types of clubs were for the most part members of city-wide social groups or members of National Guard or Naval Reserve units which provide social and recreational outlet. One rather unusual organization was that of the group of women on whom a 20-year-old member reported:

> "We are studying fourth grade on up through high school. We use school books and have home work and meet once a week in different homes."

Club Institutes

Complete tabulation of responses if found in Table 45.

TABLE 45---NUMBERICAL and PERCENTAGE DISTRIBUTION of 3,620* WHITE YOUTH (excluding Mexicans) ACCORDING TO PARTICIPATION IN MORE THAN HALF THE MEETINGS of ANY SOCIAL or RECREATIONAL CLUBS, DURING THE THREE MONTHS PRIOR to INTERVIEW - by TYPES OF CLUBS

	Total Number	Total %
Total	3,620	100.00
"Character building" clubs	252	6.95
College or high school fraternities or sororities	128	3.53
Neighborhood social or recreational clubs	137	3.78
Hobby or interest clubs	79	2.18
Dramatic, art, or musical clubs	42	1.15
Other women's clubs	48	1.32
Fraternal orders	52	1.43
Athletic, sport, or hiking clubs	50	1.38
Business or professional clubs, sororities, or fraternities	59	1.62
Other	96	2.65
Did not participate	2,812	77.63

* 2 members of this group (i.e., total white youth) made no response to this question and are not included in this Table.

Comparisons

Both single males and single females participated in clubs to a considerably greater extent than did married males and females, 40% of single males and 23% of single females having participated, while 13% of married ma les and 12.5% of married females participated.

The groups from the higher educational levels contained a higher proportion of club members than did those from lower ranges.

Also, those in school were participating in clubs in greater numbers than were those out of school. Participation among the employed group was somewhat higher than among the unemployed.

Reasons Given for Not Attending Social or Recreational Clubs

From the group who had not participated in clubs, we sought their chief reason for not having done so. Forty percent of these were not interested in clubs, a percentage which varies only slightly when Areas are studied separately. It would seem that somewhere between 50% and 60% of those not participating are potential members, provided such handicaps as cost, long working hours, and lack of association with those in clubs, could be overcome. It seems particularly significant that over 20% of the group felt that they were not members because they had no associations with those in clubs. We might logically interpret this as evidence that club members tend to become clannish and those not in clubs have no way of making the associations essential to membership. Here again was brought out the isolation which the newcomer to the city feels, for many reported that they knew of no one who belonged to clubs, although they had been active in similar organizations in the towns of their former residence. The Y.M.C.A. and the Y.W.C.A. were frequently complained of because of the division along sex lines. "Other reasons' for not having participated include the answers of 87 who said they knew of no clubs to which they could belong in their neighborhoods, 38 whose children required such care that they were unable to participate, and 18 who said that the elimination of fraternities and sororities from the high schools prevented their participating in any social and recreational clubs.

The tabulation of responses is shown in Table 46.

Reasons Given for Non-Attendance by Experimental Group

TABLE 46---NUMERICAL and PERCENTAGE DISTRIBUTION of 2,758* WHITE YOUTH (excluding Mexicans) ACCORDING TO PRINCIPAL REASON GIVEN FOR NOT HAVING ATTENDED MORE THAN HALF of MEETINGS of SOCIAL or RECREATIONAL CLUBS DURING THREE MONTHS PRIOR to INTERVIEW

	Total Number	Total %
TOTAL	2,758	100.00
Lack of money; can not afford; costs too much	350	12.69
Do not like the crowd	28	1.01
Do not like the program of activities	33	1.19
Do not know how to become a member	39	1.41
Family objection	16	.58
Not interested; no need; do not like clubs	1,095	39.70
Too far to go to meetings; late hours	9	.32
Lack of time; have to work	439	15.91
Lack of association with club members	553	20.05
Other reasons	196	7.10

* Of this group, (i.e., total white youth) 56 made no response to this question and 808 had participated in one or more clubs; these figures are not included in this Table.

Attitude on Use of Neighborhood School as a Community Center

One of the most pertinent questions in the whole field of public recreation is whether public schools should be used as community centers. Experiments of this sort have been carried on in various parts of the United States and many of the newer schools are designed to include possibilities of such recreational useage. In Dallas a vigorous campaign was carried on by one of the local newspapers to bring about such use. At the present time school auditoriums may be used by certain groups on application and on the payment of a fee ranging from $15.00 to $30.00, and gymnasiums may be obtained for $1.00 or more per hour. Such use, however, can hardly be said to be encouraged.

Our question was designed to measure, first, the attitude toward such possible useage and, second, the type of program in which youth would partici-

pate if opportunity were offered through the public schools. Of the total group, 81.14% believed that responsible people should be permitted use of the neighborhood school for social and recreational purposes.

Among those who were opposed to such use, we found expressions such as the following:

"My experience as a teacher is that 'responsible' people do not always prove to be responsible."

"The buildings are there for children, not for adults."

Another teacher said,

"Our schools are far too nice to have the risk of having them marred by people who might be thought responsible."

The attitude of many of the youth who favored such use was summed up:

"People pay the taxes. Why not?"

A desire to participate in one or more of the activities which might be sponsored was expressed by 55.53%. Activity in the field of music or drama was that in which most felt they would participate, this being 32.09% of the total group. At least 20% of the total group said they would participate in one of the other suggested activities which are presented in Table 47.

TABLE 47---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,458 WHITE YOUTH* (excluding Mexicans) ACCORDING TO RESPONSES TO QUESTIONS: DO YOU FEEL THAT RESPONSIBLE PEOPLE SHOULD BE PERMITTED THE USE of THEIR NEIGHBORHOOD SCHOOL, AFTER REGULAR SCHOOL HOURS, FOR SOCIAL and RECREATIONAL PURPOSES? IF SO, IN WHICH, IF ANY, OF THE FOLLOWING ACTIVITIES WOULD YOU PARTICIPATE?

	Total Number	Total %
TOTAL	3,458	100.00
Schools should not be so used	998	28.86
Yes, but would not participate	540	15.61
Dances	1,000	28.91
Parties	837	24.20
Athletic activities — spectator	936	27.06
Athletic activities — participant	922	26.66
Club meetings	752	21.74
Musical or dramatic activities	1,110	32.09
Lectures or forums	822	23.77
Movies	798	23.07
Other uses	38	1.09

* Of the white youth, 164 made no response to this question and are not included in this Table.

Comparisons

The percentage of each sex who signified opposition to the use of schools as community centers was approximately the same, as was that of each sex indicating a desire to participate in each of the suggested activities.

Educational background, on the other hand, seemed to have a definite correlation to the responses to this question, for 45% of those who finished only the seventh grade or less were opposed to such use, while only 11% of those who had graduated from college were opposed. However, 11% of those who had not finished more than the seventh grade believed that the schools should be used for this purpose, but felt no desire to participate, while this percentage rose with each educational level to 27% of those who had graduated from college.

In spite of the fact that a much larger percentage from the higher educational levels would participate in community uses of the public schools, those from the lower levels who would participate showed a desire to take part in a wider variety of activities.

Use of the Public Library

To measure the extent to which the public library was being used, we asked each youth to tell us the number of public library books he had read during the four weeks prior to the interview. We discovered that for this period 77.85% of the total group had not used the library at all. Among the users, fiction was by far more popular than non-fiction, for 16.43% had read one or more books of this category, while 11.28% of the group had read one or more books of non-fiction.

The tabulation of responses is shown in Table 48.

TABLE 48---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,622 WHITE YOUTH (excluding Mexicans) ACCORDING TO USE of PUBLIC (NON-SCHOOL) LIBRARY DURING THE FOUR WEEKS PRIOR to INTERVIEW

	Total Number	Total %
TOTAL	3,622	100.00
Did not use	2,820	77.85
Fiction: read 1, 2, or 3 public library books	367	10.13
Fiction: read 4, 5, or 6 public library books	130	3.58
Fiction: read 7 or more public library books	98	2.72
Non-fiction: read 1 or 2 public library books	198	5.46
Non-fiction: read 3 or 4 public library books	103	2.84
Non-fiction: read 5 or more public library books	108	2.98
Newspaper, magazine reading: 1 to 4 hours	20	.55
Newspaper, magazine reading: 5 or more hours	19	.52
Other types of service	23	.63

Comparisons

In regard to the use of the library, no differences are to be noted between the sexes in either the extent or character of use. The percentage making use of the library, however, rose steadily with the educational level:

Highest Grade Successfully Passed	Percentage Making Use of Library during 4 Weeks Prior to Interview	Percentage Reading Fiction	Percentage Reading Non-Fiction
7th or less	4.43	3.31	.60
8th, 9th, or 10th	20.42	15.90	9.30
High school graduate	27.45	21.50	13.19
1, 2 or 3 years in college	29.21	19.36	21.18
4 or more years in college	27.82	21.01	28.57

A comparison of occupational status with use of the public library reveals that school students used the library 10% to 15% more than did the employed or unemployed groups or the housewives.

Reasons Given for Not Using the Library

The great majority who failed to use the library during the month preceding the interview explained this lack of use as being due to one of two reasons: either a lack of interest in reading, given by 32.06%, or the availability of other sources of reading, such as magazines, home libraries, etc., given by 44.9%. An attitude that seemed to have some prevalence was expressed by a 20-year-old boy who had had a year of college.

> "Most library books don't get interesting until you have read half through them. I like books full of action."

Others said that they no longer had need to use the library because they were no longer in school.

Of all those who did not use the library, 302 or 10.77%, gave some reason which in the Tables is shown under "Other". Of these, 247 failed to use the library because of a lack of time for reading, due to working conditions or household duties. We also found 3 who admitted they could not read and 8 who claimed to be unaware of the existence of the public library. Among those who were ardent members of the Full Gospel Church, it was not at all unusual to find statements similar to this of a 21-year-old housewife:

> "The Bible is enough to read for any good Christian who wants to be resurrected."

The proportions giving as their reason that they were not interested in reading varied considerably among the Areas, being around 40% in the four Areas lowest on the economic scale and from 20% to 30% in the four highest in the economic scale.

Tabulation of responses is found in Table 49.

TABLE 49---NUMERICAL and PERCENTAGE DISTRIBUTION of 2,804 WHITE YOUTH* (excluding Mexicans) ACCORDING TO PRINCIPAL REASON GIVEN FOR NOT HAVING USED PUBLIC (NON-SCHOOL) LIBRARY DURING THE FOUR WEEKS PRIOR to INTERVIEW

	Total Number	Total %
TOTAL	2,804	100.00
Not interested in reading; does not know	899	32.06
Library books inadequate	16	.57
Branch libraries inadequate	3	.10
Dislike way library is run; cannot pay fines	13	.46
Has other sources of reading: home library, magazines, etc.	1,259	44.90
Too difficult to get to library: distance, hours, etc.	262	9.34
Poor eyes, poor health	45	1.60
Family objections	5	.17
Other reasons	302	10.77

* Of the white youth, 21 made no response to this question and 797 used the public library; these figures are not included in this Table.

Comparisons

As would be expected, the number who gave as their reason for not having used the public library that they were not interested in reading was much larger proportionately for the lower educational levels than for the upper ones, ranging from 49% of those who completed the seventh grade or less to only 8% of the college graduates. It seems rather astonishing, however, to find even this percentage of college graduates and over 26% of the high school graduates saying they were not interested in reading.

Summary

We may conclude from the information presented in this Section that:

Comparisons

1) 20% of the single males, 50% of the married males, 62% of the single females, and 76% of the married females lack regular physical recreation.

2) 77% of the total group lack group association.

3) Not more than half the group have any sort of reading or cultural recreation.

4) A great many suffer because of isolation and lack of recreational opportunity.

If secondary schools are sincerely concerned with carrying out the objective listed as one of the seven cardinal principles, namely, teaching the worthy use of leisure time, then it is evident from the present pattern of recreational habits that attention should be given:

1) To the development of the type of physical activity which is not only healthful, but may be continued in post-school days.

2) To developing habits of reading for pleasure as well as for instruction.

3) To ways in which to foster group associations that continue beyond school.

4) To fostering by actual experience associations with cultural activities and hobbies.

For the group work agencies, there is much of significance in the recreational habits of these youth:

1) Activities that include both sexes need to be stimulated.

2) Means should be found to develop associations between members and non-members so that the individual desiring to join a group will not feel strange or that he is pushing himself forward.

Lastly, for both school and social agency there should be some means devised of helping the youth discover and evaluate the given types of recreation with which he is unfamiliar, but which might provide satisfactions. It

also appears that if recreational programs are to reach the young mother, there must be provision for very economical care of her children during the periods of her participation.

Section 7. Participation in Religious Activities

Obviously, the extent to which youth were, at the time of the interview, participating in church activities is not a perfect measure of the influence which the church is having in their lives. Nevertheless, it serves as some objective evidence of the extent to which church activities were directly affecting them.

We discovered that of the total group of white youth, 47.58% had participated in no church activities during the month preceding the interview, while 48.1% had attended worship or devotional services at least once during that period. Thirty and thirteen hundredths percent had attended Sunday School at least once and 14.3% had attended some recreational or social activity. Checking the extent of duplication in these percentages, we find that of our sample:

1) 1,897 had had some religious participation.

2) Of this group 1,741, or 91.68%, had attended devotional services and for 674, or 35.5% of the observers, this was the only form of church participation.

3) 1,091, or 57.5% of the observers, had attended some form of the educational work (Sunday School, young people's meetings, etc.) and of these, 276, or 14.5%, had not attended devotional services.

4) 518 of the observers, or 27.3%, had attended some form of the social activities, but for only 30, or 1.5%, was this the only form of observance.

In other words, 51.5% of all those attending religious services were participating in only one type of church activity.

Table 50 shows distribution of all responses to this question.

TABLE 50---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,619 WHITE YOUTH* (excluding Mexicans) ACCORDING TO PARTICIPATION in CHURCH ACTIVITIES DURING THE FOUR WEEKS PRIOR to INTERVIEW

	Total Number	Total %
TOTAL	3,619	100.00
No participation	1,722	47.58
Devotional activities 1 or 2 times	686	18.95
Devotional activities 3 or 4 times	827	22.85
Devotional activities 5 or more times	228	6.30
Recreational or social activities 1 or 2 times	340	9.39
Recreational or social activities 3 or 4 times	153	4.22
Recreational or social activities 5 or more times	25	.69
Educational activities 1 or 2 times	340	9.39
Educational activities 3 or 4 times	587	16.21
Educational activities 5 or more times	164	4.53
Other church activities	21	.58

* Of the white youth, 3 made no response to this question and are not included in this Table.

Comparisons

The relationship between sex and marital status, and attendance at church is brought out in the following figures:

Sex and Marital Status	Percentage Who Did Not Attend Church During 4 Weeks Prior to Interview
Single Males	46.84
Married Males	61.20
Single Females	36.67
Married Females	60.02

The percentage attending church from the lowest educational levels is comparatively very low, but only slight differences occur in the participation of those from other educational levels, as the following reveals:

Highest Grade Successfully Passed	Percentage Not Participating in Any Church Activity in Past 4 Weeks	
	Male	Female
7th or less	66.28	68.11
8th, 9th, or 10th	47.23	46.42
High school graduate	43.21	39.88
1, 2, or 3 years in college	44.57	39.40
4 or more years in college	47.06	47.06

Comparing the youth by employment status, we find that those in school were attending church in much higher proportions than those of any other group. 76.35% of the school students having participated and only 46.8% of those not in school having done so.

Reasons for Not Having Participated in the Educational or Recreational Activities of Any Church

We felt that if we could discover why youth had not participated in greater numbers or to a greater extent in the educational or recreational activities of the church, much light would be thrown upon why the church was failing to fill a larger role in the lives of the youth today. We found that the two reasons which appeared with greatest frequency differed in degree rather than in kind. These were, first, "Not interested in (such) church or religious organizations" given by 29.39%, and, second, "Neglect; do not know why", given by 28.05%. This second reason showed in most cases that the drive of interest was not strong enough to overcome the general apathy. The third reason which accounted for 10.18% of the replies was "Occupied with home or other personal duties".

Under the miscellaneous classification we found 3 responses which appeared with significant frequency. These were that hours of work were so long, irregular, or exhaustive that it was im-

possible to attend; that the youth wanted to go but lacked associations and felt strange or timid about attending without an invitation; and that Sunday was the only day in which to be with husbands, wives, and families.

The complete tabulation of responses is found in Table 51.

TABLE 51---NUMERICAL and PERCENTAGE DISTRIBUTION of 2,385* WHITE YOUTH (excluding Mexicans) ACCORDING TO PRINCIPAL REASON GIVEN FOR NOT HAVING PARTICIPATED in THE EDUCATIONAL or RECREATIONAL ACTIVITIES of ANY CHURCH DURING THE FOUR WEEKS PRIOR to INTERVIEW

	Total Number	Total %
TOTAL	2,385	100.00
Lack of funds, clothing, carfare, etc.	88	3.68
Not interested in church or religious organizations; not a church member	701	29.39
Other activities and clubs are more interesting or valuable	92	3.85
Too much supervision; too much restriction	6	.25
Do not like the program of activities	32	1.34
Do not like the crowd	41	1.71
Family objection	7	.29
Neglect; do not know why	669	28.05
Occupied with home or other personal duties	243	10.18
Other reasons	506	21.21

* Of this group, (i.e., total white youth) 17 members made no response to this question; 1,220 had participated during the past four weeks; these figures are not included in this Table.

Comparisons

We find that 35.3% of the males gave as their reason for not having taken part in the educational or recreational activities of any church a lack of interest, while 25.14% of the females gave this reason. Other reasons were given in approximately the same percentages by both sexes, although married females said with more frequency than single females that occupation with home duties prevented their attendance.

These same reasons appear in approximately the same proportions when the youth are divided on the basis of employment status or on a basis of educational attainment.

Summary

The fact that 67% of those with education of the seventh grade or less are not participating in any form of church activity reveals how few of those to whom the church could be of greatest educational benefit are being reached. In contrast, only 23.65% of those in school are not participating.

That marriage tends to break off church attendance might be interpreted in a variety of ways. That which seems most logical is that many youth feel a conscious or unconscious desire for companionship, which for married youth is filled by the new family relationship. If this be true, then it might be put in another way by saying that whatever values the content and form of religious observance may have, these are in many instances secondary to such extraneous values as companionship, and when these latter are satisfied by other means, then religious values do not prove strong enough to continue to attract youth.

Touching 52.42% of the youth through at least one form of religious observance and half of this number in more than one way, the church must be recognized as having a greater number of contacts with the youth group during this age period than either the school or any of the other social agencies.

Section 8. Attitudes on Social Questions

General Level of Wages

The first of our series of social questions, by which it was hoped to measure not only the leading opinions of youth but also to determine the extent to which they were aware of these social problems, was that which asked:

"ARE WAGES of WORKERS GENERALLY HIGH ENOUGH? IF NOT, BY WHAT AGENCY COULD THEY BEST BE RAISED?"

educational objectives.

Summary

General Level of Type

Although almost all of these youth are dependent for their support on their own or their father's wages, 13.22% had no opinion on the general level of wages. Even more indicative was the response of 36.42% who said that wages were too low, but did not know how they could be raised, for we interpret this as a graphic example of the inability of so many youth to realize any course of individual, group, or social action to meet a situation, even though they are convinced it should be remedied. As one youth said,

> "The last job I had I worked thirteen and a half hours a day, seven days a week and got $2.50 a week. I don't know how to get them (wages) higher, but sure think they're too low."

Of the possible measures for correcting this situation, 19.11% felt that Government regulation was the best means; 4.44% felt that labor action was the means to be employed; while 7.45% would leave the regulation to employers. Two responses illustrate the general conservatism of the youth group for 14.36% believed that wages were not too low, while only .57% believed that they were too low and should be raised by changing the economic order.

Large corporations and chain stores were blamed in some instances for wage conditions, responses such as these being heard:

> "Independent men will pay their employees more when business picks up. The chain stores won't; they keep everybody down. My wages are the same as they were four years ago, but it costs twice as much to stock my pantry."

> "Every corporation will work for its own interests and get labor as cheap as it can."

> "There's not any way of getting wages higher because the big man has got the little man sewed up."

The competition for jobs and the controls which companies use to prevent labor organization or demand for raises were said by many to make the workers helpless as individuals. A 16-year-old girl, working in a cotton mill, reported the situation:

"We don't dare to say a thing about low wages at the mills as there are so many wanting to get jobs there. If you kick, you're fired."

A laborer in a refining company said:

"There are men at our place who've worked years and years and never got more than 60¢ an hour, but they're afraid because if they have a meeting, one of the bosses will call you in and say, 'I seen you at that meeting last night. Here's your card, get out'."

Another youth felt that the labor unions, while the best means of raising wages, often had crooked leaders or charged so much for dues that workers could not afford to belong. Almost every comment made about the NRA was a favorable one, many workers reporting that at the end of the NRA their hours had increased 50% (from 8 to 12 per day), with no change in pay.

Table 52 shows complete tabulation of responses.

TABLE 52---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,621 WHITE YOUTH* (excluding Mexicans) ACCORDING TO RESPONSES to QUESTIONS: ARE WAGES of WORKERS GENERALLY HIGH ENOUGH? IF NOT, BY WHAT AGENCY COULD THEY BEST BE RAISED?

	Total Number	Total %
TOTAL	3,621	100.00
Wages are not too low	520	14.36
Wages are too low, but do not know how to raise them	1,319	36.42
Too low: greater individual effort	64	1.76
Too low: labor unions--workers' organizations, collective bargaining, strikes	161	4.44
Too low: Government regulation--NRA, other government measures	692	19.11
Too low: employer--company unions, bonuses, profit sharing, piece rates	270	7.45
Too low: new economic system--co-operatives, govt. ownership of industry	21	.57
Too low: other agencies	5	.13
Some wages are too low, and some are not	90	2.48
No opinion, do not know	479	13.22

* Of the white youth, 1 made no response to this question and is not included in this Table.

"I don't dare. So many [illegible] at the office as there are now, I'd [illegible]. If you hire Nicki, you're fired."

A taxpayer in a [illegible] comments [illegible]:

"Taxes are [illegible] and years and years and years [illegible] of more than [illegible]'s airfare because if they have a model [illegible] will in end say, 'Leave your [illegible] care' ref ours."

Another [illegible] that [illegible] best means [illegible] relating wages, [illegible] about the [illegible] about the use of the [illegible] day), with no [illegible]

Table 2E shows [illegible]

TABLE 2E---[illegible] (excluding [illegible] MEAT ANIMALS

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

Comparisons

When one compares educational level with the responses received to the question, it is disappointing to discover how little influence education appears to have had in helping to develop a body of information on which responses could be made. As the following figures reveal, we find a very considerable proportion from every educational level who were unable to give an opinion on one or the other phase of the question, and an interesting increase in the number who do not believe wages are too low:

Level of Education Attained	Do Not know if Wages Are too Low	Wages Too Low, but Do Not Know How to Raise Them	Wages Are Not Too Low
7th grade or less	13.27%	49.91%	9.20%
8th, 9th, or 10th grade	14.93	35.11	14.71
High school graduate	11.54	34.35	15.38
1, 2, or 3 years in college	13.21	32.12	16.17
4 or more years in college	10.08	22.69	18.49

Neither the youth's own occupation, his present employment status, nor the occupation of his father appears to furnish a basis of experience which in and of itself was sufficient to produce an opinion either one way or the other in answer to this question.

Attitude on Child Labor

On no question was there a unanimity of opinion comparable to that asking

"SHOULD GOVERNMENT PROHIBIT BY LAW THE GAINFUL LABOR of CHILDREN 14 or 15 YEARS OLD? IF SO, WHAT EXCEPTIONS, IF ANY, WOULD YOU MAKE IN THIS LAW?"

Over 89% of the group were in favor of such a law. Over 53% believed the law should be all-inclusive, while the two principal exceptions were those of the family's needing help, or the child's dependence.

Comparisons

Level of Education	Wages Are Not Too Low	Wages Are Not Too High
8th grade or less		5.2%
9th, 10th, or 11th grade		14.1%
High school graduate		7.8%
1, 2, or 3 years in college		18.1%
4 or more years in college		18.4%

Attitude on Child Labor

Over 90% of the people interviewed felt that child labor laws should be all-inclusive.

Among those who were most emphatic in the necessity for such a law was a teacher in one of the schools in a poorer district who reported that those who worked after school were unable to keep abreast in their studies and that many were taken out of school by their parents to supplement family incomes.

From a housewife came this report:

> "There's a man who peddles vegetables around here. He sends three or four little girls from about seven to eleven from door to door, while he sits in the car. Things like that ought to be stopped. Children ought to be in school."

A boy, working as a newsboy, reported:

> "The newspaper sent out statements to all of the newsboys saying that if the State or Government regulated child labor, the law would prevent us from even washing the family car or mowing the lawn. This was just to get people against child labor law because that would make them (the newspaper owners) have to pay more to get their newspaper delivered."

Complete tabulation of responses is shown in Table 53.

TABLE 53---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,617 WHITE YOUTH* (excluding Mexicans) ACCORDING TO RESPONSES to QUESTIONS: SHOULD GOVERNMENT PROHIBIT by LAW THE GAINFUL LABOR of CHILDREN 14 or 15 YEARS OLD? IF SO, WHAT EXCEPTIONS, IF ANY, WOULD YOU MAKE IN THIS LAW?

	Total Number	Total %
TOTAL	3,617	100.00
Should not prohibit gainful child labor by law	294	8.12
Should prohibit all gainful child labor	1,952	53.96
Should prohibit except when family needs help	880	24.32
Should prohibit except when youth wants own money	53	1.46
Should prohibit until youth attains a certain grade**	11	.30
Should prohibit except when further school progress is impossible	59	1.63
Should prohibit except when parents are dead, invalid, or child dependent	566	15.64
Should prohibit: other exceptions	51	1.41
Other responses	3	.08
No opinion, do not know	75	2.07

* Of the white youth, 5 made no response to this question and are not included in this Table.

** Where respondents suggested High School graduation as minimum grade attainment, it was not listed in this category.

Comparisons

No significant differences in the responses of males and females appear, nor can formal education processes be given more than slight credit for the formulation of opinions, for youth of each educational level gave positive and negative answers in approximately the same proportion. Those now in school suggested proportionately a greater number of exceptions that should be made in the law than did those out of school.

Community Measures for Prevention of Delinquency

With the mounting attention being given to juvenile delinquency and crime, the questions intended to elicit from youth what they felt to be the most effective means of preventing these conflicts with the law seemed pertinent. We actually phrased the questions:

"DO YOU THINK THERE IS ANYTHING YOUR COMMUNITY CAN DO TO KEEP YOUNG PEOPLE OUT of TROUBLE? IF SO, WHAT IS THE PRINCIPAL THING?"

Our results showed that 32.33%, or almost one-third, of the youth believe that difficulties of this sort were so much a product of family training or individual will that any community measure was likely to be ineffective. Amor those who believed that it was largely a family matter many assigned the difficulty to stringent regulation on the part of the parents which suddenly relaxed. From all ages came responses like this:

"When families are too strict, the children run wild the first chance they get. Parents should be more lenient. If you have a pleasant home, you're not so quick to jump up and leave."

Almost the same percentage, however, 31.98%, believed that a scheme of recreation would do much to alleviate these conflicts and 2 out of 3 suggesting recreation said that it should include supervision. Three of our coded responses were so similar that the interviewer often had difficulty in assigning the response to the proper category. These were, "Give them (youth)

employment", "Keep them occupied", and "Better economic conditions". One of these three answers was given by 13.7%.

Personal experiences or observations seem to account for most of these replies. A 17-year-old boy who had served a term in the State Reform School said:

> "They (youth) only get in trouble when they can't get something to do. I know I never got in trouble when I had work."

A 20-year-old girl said:

> "Children steal because they don't have food and clothing. We have a drug store down in 'Little Mexico' and conditions there are pitiful. They're sick and spread disease. The families need help to feed the children. These children are going to grow up here and live in the community and they need help. I've seen them looking in garbage cans for food. What else can you expect under such circumstances? They're bound to start stealing."

Experiences which the youth had had with the Police Department brought much criticism on the methods of handling youth, especially for picking up and taking to jail young boys who had committed no other offense than being out after nine o'clock.

Law enforcement of one sort or another was felt to be the most effective by 6.9%, while the provision of more or better education for both youth and parents was felt to be the best means by only 4.14%. However, this last percentage does not include those who believed that the enforcement of the compulsory education law would prove the most effective means, a response given by about 1 out of every 100.

Complete tabulation of responses is shown in Table 54.

employment", "Keep them [illegible]", "[illegible] conditions". One of

these three answers was right [illegible].

Personal experience [illegible] a result of these

replies. A 19-year-old [illegible] Reform School

said:

> "They (Youth [illegible]
> to do. I [illegible]
> [illegible]

A 20-year-old girl said:

> "Children steal [illegible] they [illegible] and clothing. We
> have a drug store [illegible] and occupation there
> are pitiful. [illegible] need diseases. The [illegible]
> need help to [illegible]. These girls are to be
> [illegible] and [illegible] are [illegible].
> can run [illegible] of [illegible]
> start stealing."

Experiences with [illegible] the Office [illegible] much

criticism [illegible] and

taking to jail [illegible] giving out

other misconduct.

Low and [illegible] effective

by 6.0% while [illegible] [illegible] youth and

parents was [illegible] the last bar-

courage [illegible] the com-

pulsory education [illegible] given

by about [illegible] [illegible].

Comparing [illegible]

TABLE 54---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,235 WHITE YOUTH* (excluding Mexicans) ACCORDING TO PRINCIPAL METHOD SUGGESTED BY WHICH COMMUNITY COULD KEEP YOUNG PEOPLE OUT OF TROUBLE

	Total Number	Total %
TOTAL	3,235	100.00
Provide employment	87	2.68
Provide recreation: sports, athletics, clubs, recreation centers	292	9.02
Provide recreation (as in 2), but with supervision	743	22.96
Stricter control of liquor and saloons, gambling	102	3.15
Improve law enforcement, juvenile courts, police; provide curfew	123	3.80
Improve economic conditions including relief	118	3.64
Keep them busy, occupied, give them something to do	239	7.38
Provide more or better education for youth or parents; sex education	134	4.14
Do not know; or other	351	10.85
Individual or family matter only	1,046	32.33

* Of the white youth, 387 made no response to this question and are not included in this Table.

Comparisons

The responses to this question were approximately the same for both sexes, but advances in educational level tended to decrease the number who believed there was nothing the community could do and to increase the number who believed that recreation would do much to solve the problem. When answers are compared on the basis of employment status of youth, few differences are found and these are small.

Attitude toward Drinking

In order to determine what attitude the youth held toward drinking, we presented a list of circumstances and asked them to choose that one which seemed to express their own feeling. We find that 35% were opposed to all drinking, 16.88% felt it was not permissible for themselves to drink but would permit others to do so, and 44.26% believed that they themselves should be permitted to drink.

Opposition to drinking was almost the same in all Areas except 1, 2, and 3 where it fell from 6 to 17 points below average. It should be remembered that these three Areas rank relatively high on the economic and educational scales.

Tabulation of responses is shown in Table 55.

TABLE 55---PERCENTAGE and NUMERICAL DISTRIBUTION of 3,603 WHITE YOUTH* (excluding Mexicans) ACCORDING TO EXPRESSED OPINIONS AS TO CIRCUMSTANCES UNDER WHICH DRINKING IS PERMISSIBLE

	Total Number	Total %
TOTAL	3,603	100.00
Oppose all drinking	1,263	35.05
Permissible only for others in homes	263	7.29
Permissible for others and self in homes	515	14.29
Permissible for others in public places, excepting public dances, games, etc.	194	5.38
Permissible for others and self in public places, with above exceptions	381	10.57
Permissible anywhere, but only for others	152	4.21
Permissible anywhere for others and self	699	19.40
Other	35	.97
No opinion	101	2.80

* Of the white youth, 19 made no response to this question and are not included in this Table.

Comparisons

We found that females were slightly more (39.4%) opposed to drinking than were males (29.57%). Advances in educational level decreased the proportion who were opposed to drinking and increased the percentage who believed it was permissible under any circumstances. No differences of any significance were apparent on the basis of employment status.

Attitude on War

Those who believe that youth have been educated beyond the point where they would participate in another war will find disappointment in the results of our measurement of this attitude. Our method of presentation was this:

Opposition of drinking not almost the same in all Areas except 1, 2, and 3 where it [illegible] 17 points below average. It should [illegible] that these three Areas rank relatively high on the economic and [illegible].

Tabulation of responses is found in Table 55.

TABLE 55.--[illegible] OF [illegible] WHITE [illegible]* (excluding [illegible]) TO EXPRESSED OPINIONS AS TO [illegible] IS [illegible]

	Total Number	Total %
TOTAL	[illegible]	100.00
Oppose all drinking	1,2[illegible]	38.05
Permissible only [illegible]	[illegible]	7.25
Permissible for others [illegible]	[illegible]	14.39
Permissible for others [illegible], public dances, [illegible]	134	[illegible]
Permissible for others and self in [illegible] places, with above exceptions	321	10.57
Permissible anywhere [illegible]	152	4.21
Permissible anywhere [illegible] and self	6[illegible]	19.40
Other	35	[illegible]
No opinion	1[illegible]	2.[illegible]

* Of the white [illegible] this question and are not [illegible] table.

Comparisons

We found that [illegible] to drinking than [illegible] above and level [illegible] and increased decreased the [illegible] drinking and circumstances. No differences [illegible] were apparent on the basis of employment [illegible].

Attitude on War

Those who [illegible] to the point where they would participate [illegible] find disagreement in the results of our [illegible] was this:

we asked all youth to consider themselves as potential soldiers and then asked what action they would take in case the United States declared war in the immediate future, allowing them to see, before making a response, a list of possible courses of action.

We found that 35.43% would volunteer immediately, 6.57% would volunteer to avoid the draft, an additional 23.72% would await the draft, and 7.38% felt they would delay until invasion seemed at hand. Only 5.1% would refuse to go and only 5.09% would seek exemption or perform non-combative service. The responses to this question, then, seem to divide the youth into three groups:

1) At least one-third would volunteer without question.

2) A larger number would accept what seemed to be the inevitable and respond to the potential or actual draft.

3) A very small number would actively r esist.

That this willingness to go to war must not be interpreted as an approval of war is shown by the 172 who, although they said they would respond by either volunteering or answering the draft, gave some expression condemning war, such as "I hate war". For example, a 24-year-old unemployed youth who had graduated from college expressed himself in this way:

> "I'd volunteer immediately, but this doesn't say I'm for war. Everyone says that they won't fight for 'Big Business', but I doubt if I'd know what I was fighting for and I don't believe I have the moral courage to refuse to go."

Another boy, 23 years of age, said he would go if drafted, but,

> "I don't want to die and I don't think it's courageous to fight. You're not fighting for our country, but for some big oil or munitions company. They don't give you a job when you ask for it."

Many of the expressions from unemployed youth were the same as that of the 20-year-old high school graduate:

"I'd volunteer immediately. Getting into a war would beat sitting around doing nothing like I am now."

The tabulation of responses is shown in Table 56.

TABLE 56---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,587 WHITE YOUTH* (excluding Mexicans) ACCORDING TO RESPONSES TO QUESTION: WHAT WOULD YOU DO IN CASE THE UNITED STATES DECLARED WAR?**

	Total Number	Total %
TOTAL	3,587	100.00
Volunteer immediately	1,271	35.43
Volunteer--"they'd get me anyway"	238	6.57
Go if drafted	851	23.72
Go if invasion threatened	264	7.35
Go if drafted or invasion threatened	190	5.29
Seek official exemption	110	3.06
Refuse to go	183	5.10
Perform only non-combative service	73	2.03
Other	8	.22
No opinion, do not know	399	11.12

* Of the white youth, 35 made no response to this question and are not included in this Table.

** Girls were asked to answer this question as if they were men.

Comparisons

Responses to this question, which was hypothetical for girls, showed a slightly larger percentage of females who had no opinion, but no other differences of any marked degree are found.

If we compare the groups on the basis of their educational attainment, we discover that the percentage who say they would volunteer immediately decreases with advances, while the number who say they would refuse to go mounts steadily from 3% of those who did not finish the seventh grade up to 10% who graduated from college.

A slightly larger percentage of school students and of the unemployed would volunteer immediately than would those from other occupational groups, when the youth are classified on the basis of their employment status.

[illegible] [illegible] a war would [illegible]
[illegible] around [illegible] [illegible].

The tabulation of responses is shown in Table [illegible].

TABLE [illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

* Of the white [illegible] [illegible] and are not [illegible].

** Girls were asked to [illegible].

Comparisons

Responses to this [illegible] [illegible] [illegible].
[illegible] a slightly [illegible] [illegible] no opinion.
[illegible] no other [illegible] [illegible].

If we compare the [illegible] [illegible] [illegible], who are [illegible] with-
[illegible], we discover that [illegible] [illegible] [illegible] the former who
under [illegible], [illegible] [illegible] [illegible] [illegible] [illegible]
say they would refuse to [illegible] [illegible] [illegible] [illegible] [illegible]
did not [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible].

A slightly larger [illegible] [illegible] [illegible] [illegible]
[illegible] would [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
of their employment [illegible].

Racial Attitudes

Positive and negative answers to five questions involving race relations constituted our measure of the attitude of each racial group toward the others in the community. The first of these was:

> "SHOULD MEMBERS of DIFFERENT RACES RECEIVE THE SAME PAY FOR THE SAME JOB IF THEY HAVE EQUAL SKILL and TRAINING?"

Of the white youth, 5.32% had no opinion on this question, while in almost every Area the percentage of those who believed they should was the same as for the total group, 64.13%. Over 30% believed that race was a justifiable basis for discrimination in pay.

An expression which sometimes appeared in connection with this question seems worthy of comment, not because of its frequency, but because of the peculiar reasoning which lies behind it. This expression was that there should be a differential in pay because "Other races have a lower standard of living or do not need as much to live on". Since no instances are noted in Dallas where a different set of price levels is offered for those of a darker skin, it may be assumed that this response implies that other races are superior to the white in home management or the more vicious thought that because such races have been forced to live in a lower plane, they should be forced to so continue.

The complete tabulation of responses is shown in Table 57.

Social Attitudes

[illegible] positive and negative [illegible] interpersonal relations
[illegible] distributed our notion [illegible] of open racial hatred [illegible] the
[illegible] crimes in the community [illegible] I can't see why:

"[illegible] BLACKJAB BAR
SAME IA [illegible] BLACK JAKE SAYS:
SKILL and [illegible]"

[illegible] the word "pure". [illegible] of certain [illegible] Anti-Semitic [illegible], we'd
almost every Arab [illegible] was [illegible] believed [illegible] would be the
same as for the [illegible]. [illegible] BAR's blood [illegible] red race was a
justifiable [illegible] on Det.

An extreme [illegible] in connection with this question
seems worthy of [illegible], the freedmen, the reasons of the
peculiar [illegible] [illegible]. This expression was that there
should be a difference [illegible] other races have a lower standard
of living or [illegible] [illegible]." Since in [illegible] or model
in Dallas where a [illegible] [illegible] is viewed [illegible] of a
darker skin, it [illegible] [illegible] [illegible] [illegible] races
are inferior to [illegible] [illegible] or the same citizens [illegible]
that because a [illegible] [illegible] [illegible] to live in a lower class, they
should be forced [illegible].

The complaint [illegible] [illegible] [illegible] is [illegible] by.

TABLE 57---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,609 WHITE YOUTH* (excluding Mexicans) ACCORDING TO RESPONSES TO QUESTION: SHOULD MEMBERS of DIFFERENT RACES RECEIVE THE SAME PAY FOR THE SAME JOB IF THEY HAVE EQUAL SKILL AND TRAINING

	Total Number	Total %
TOTAL	3,609	100.00
Should	2,321	64.31
Should not	1,096	30.36
No opinion	192	5.32

* Of the white youth, 13 made no response to this question and are not included in this Table.

Our second question was of the same nature and was stated:

"SHOULD PUBLIC SCHOOLS SPEND PROPORTIONATE AMOUNTS of MONEY ON ALL RACES?"

Opposition was less strong in this instance, but was again considerable, for 21.52% believed all races were not entitled to the same educational opportunities.

Tabulation of responses is given in Table 58.

TABLE 58---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,609 WHITE YOUTH* (excluding Mexicans) ACCORDING TO RESPONSES TO QUESTION: SHOULD PUBLIC SCHOOLS SPEND PROPORTIONATE AMOUNTS of MONEY on ALL RACES

	Total Number	Total %
TOTAL	3,609	100.00
Should	2,577	71.40
Should not	777	21.52
No opinion	255	7.06

* Of the white youth, 13 made no response to this question and are not included in this Table.

The third question really involved the desirability of segregation, for we asked:

"SHOULD PERSONS of ALL RACES BE ALLOWED TO USE ALL TAX-SUPPORTED FACILITIES (SUCH AS PARKS, LIBRARIES, AUDITORIUMS, ETC.)?"

and interpreted this to our interviewees as meaning at the same time.

An overwhelming percentage, 78.77% of the total group, were opposed to such use without segregation, while only 15.98% gave a positive answer. That the 2,221 who believed that tax-supported facilities should not be used by persons of all races at the same time does not necessarily imply that other races should not be provided such facilities, is shown by the 631 who volunteered the suggestion that segregation should be enforced, but that comparable facilities should be provided for other racial groups.

Complete tabulation of responses is found in Table 59.

TABLE 59---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,609 WHITE YOUTH* (excluding Mexicans) ACCORDING TO RESPONSES TO QUESTION: SHOULD PERSONS of ALL RACES BE ALLOWED TO USE ALL TAX-SUPPORTED FACILITIES (SUCH AS PARKS, LIBRARIES, AUDITORIUMS, ETC.)

	Total Number	Total %
TOTAL	3,609	100.00
Should	577	15.98
Should not	2,843	78.77
No opinion	189	5.23

* Of the white youth, 13 made no response to this question and are not included in this Table.

Our next question involved an issue in municipal government which had arisen in the past and was due to be re-opened not long after our interviewing period was over. This was:

"SHOULD ALL RACES BE REPRESENTED ON THE CITY POLICE FORCE?"

Two third quadrangular marks mentioned the possibility of decoration, for

[illegible]

[illegible]

[illegible]

In presenting this question we stressed the fact that such police would be used only in areas where persons of their own race live. Only 31% believed that policemen should be so used, while over 61% were opposed, and 6.78% had no opinion.

Complete tabulation of responses is found in Table 60.

TABLE 60---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,609 WHITE YOUTH* (excluding Mexicans) ACCORDING TO RESPONSES TO QUESTION: SHOULD ALL RACES BE REPRESENTED on THE CITY POLICE FORCE

	Total Number	Total %
TOTAL	3,609	100.00
Should	1,143	31.67
Should not	2,221	61.54
No opinion	245	6.78

* Of the white youth, 13 made no response to this question and are not included in this Table.

The last question was derived from a situation which has been much discussed in recent years and which involves almost all of the so-called "Solid South". Before presenting the results, it should be pointed out that in Texas a majority of votes secured in the Democratic Primary have in almost every instance been tantamount to election. The Democratic Party has, however, reserved the right to exclude Negroes from these elections. The question was then:

"SHOULD PRIMARY ELECTIONS BE OPEN TO ALL QUALIFIED VOTERS REGARDLESS OF RACE?"

We found many who were unaware of this situation and even an explanation failed to draw from them an opinion (15.87% had none). Those who approved of this measure considerably outnumbered those who were opposed, the ratio being slightly less than 3 to 2 and the percentages 49.68% for and 34.44% against.

In presenting this question [illegible] fact that [illegible] would be used only in areas where [illegible] race live. Only [illegible] lieved that policemen should [illegible], while [illegible] were opposed, and [illegible] had no opinion.

Complete tabulation [illegible] in table [illegible].

TABLE [illegible]--[illegible] and [illegible] (excluding [illegible]) [illegible] ALL [illegible]

	Total number	[illegible]
TOTAL	[illegible]	100.0
Should	[illegible]	[illegible]
Should not	[illegible]	[illegible]
No opinion	[illegible]	[illegible]

* Of the white group, [illegible] [illegible]

The last question [illegible] discussed in recent years [illegible] South". [illegible] presenting [illegible] Texas a majority of [illegible] every [illegible] been [illegible], however, reserved the right [illegible]. The question [illegible]:

"[illegible] PRIMARY [illegible] [illegible]"

We found many who [illegible] failed to draw from them [illegible] of this [illegible] consideration [illegible] being [illegible] opinion.

Complete tabulation of responses is shown in Table 61.

TABLE 61---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,609 WHITE YOUTH* (excluding Mexicans) ACCORDING TO RESPONSES TO QUESTION: SHOULD PRIMARY ELECTIONS BE OPEN to ALL QUALIFIED VOTERS REGARDLESS of RACE

	Total Number	Total %
TOTAL	3,609	100.00
Should	1,793	49.68
Should not	1,243	34.44
No opinion	573	15.87

* Of the white youth, 13 made no response to this question and are not included in this Table.

Believing that the questions regarding equal pay, funds for schools, representation on the police force, and the opening of primary elections to persons of all races constituted a basis on which an index of race prejudice could be built, we combined all positive answers to these questions and all negative answers to determine the percentage of racial antagonism. This average for each of the Areas of Investigation is presented in Map 8.

Comparisons

Differences in the responses of each sex to these questions were very slight. Educational level failed to affect the responses to the question regarding equal pay for all races and that concerning public schools, but increased the proportions who answered positively the questions regarding tax-supported facilities, representation on the city police force, and those eligible to vote.

Employment status does not appear to affect the responses. In order to determine, in so far as we could, the truth of the often-made statement that it is competition for jobs which produces racial animosity, we checked the attitudes expressed by the youth against their own occupations and those of their fathers, and found that in those occupations in which there was likely to be competition between the youth's father and members of other races (the laboring and farming

Complete tabulation is [illegible]

TABLE II.—[illegible]

[illegible]		
[illegible]		
[illegible]		
[illegible]		
[illegible]		
Should not		
No opinion		
[illegible]		

* Of the white [illegible]

Salaries must be [illegible]

[illegible] of all [illegible]

[illegible] be paid [illegible]

negative answers [illegible]

average for city [illegible]

Comparing [illegible]

[illegible]

groups in particular), in 4 out of the 5 instances there was a definitely higher opposition to measures of equality than had been expressed by the sons and daughters of persons in the "white-collar" occupations. In case of the youth's own occupation, however, this could not be demonstrated.

Attitude toward Government Assistance to Youth

Answers to our questions:

"SHOULD THE GOVERNMENT HELP YOUTH 16 to 24 YEARS OF AGE? IF IT SHOULD, IN WHAT WAYS?"

revealed very little opposition among youth to government assistance in at least one or more ways, only 5.73% believing government should not help youth; but showed much difference of opinion as to the types of assistance. Over 60%, however, endorsed the following measures:

1) Help youth to get jobs

2) Regulate wages so youth can earn a decent living

3) Help youth to get vocational training

4) Help needy parents so youth can continue in school.

It is interesting to note that almost twice as many believed that government should help youth to get jobs as believed government should provide jobs for youth, and that only two-thirds as many believed that youth who desire academic education should be financed as believed that youth who desire vocational training should receive assistance. Part of this may be accounted for by feelings similar to that of the 20-year-old housewife who said:

"I don't care much for education since two of my brothers, one who studied medicine and the other law, went on relief. My third brother learned a trade and has always made a good living."

Attitude toward [illegible]

Financing those who were seeking a start in business was endorsed by one-fifth of the group, provision of additional recreational facilities by one-seventh, and financial aid to youth who wish to marry by only one-fourteenth. Responses endorsing aid to youth who wish to marry frequently came from married women who had been forced to work, or from single girls facing marriage whose prospective husbands were not making enough to support them.

The wide diversion between the responses of youth living in the different Areas seems worthy of comment, for Areas 4 and 16, both of which are low on the economic scale and relatively unurbanized, stand out for the overwhelming endorsement which they gave to the first eight measures of government aid suggested.

In connection with this question, interviewers often noted some expression of favor given to one or more of the current attempts on the part of the Federal Government to assist in meeting youth problems. For example, 28 volunteered the information that they especially approved of the Civilian Conservation Corps and 79 stated their approval of the NRA. Among other ways in which government could help youth which are not coded, vocational guidance was suggested most often.

Complete tabulation of responses is shown in Table 62.

TABLE 62---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,524 WHITE YOUTH* (excluding Mexicans) ACCORDING TO RESPONSES to the QUESTIONS: SHOULD THE GOVERNMENT HELP YOUTH 16 to 24 YEARS OF AGE? IF IT SHOULD, IN WHAT WAYS?

	Total Number	Total %
TOTAL	3,524	100.00
Government should not help youth at all	193	5.73
Provide jobs for youth	1,132	32.12
Help youth to get jobs	2,121	60.18
Regulate wages so youth can earn a decent living	2,130	60.66
Finance youth who wish to get started in business	790	20.80
Help youth to get vocational training	2,173	60.66
Finance youth who desire further education	1,536	43.58
Help needy parents so youth can continue in school	2,148	60.95
Provide more recreation facilities for youth	1,243	15.15
Help youth who wish to marry	275	7.80
Other ways	32	.90

* Of the white youth, 98 made no response to this question and are not included in this Table.

Comparisons

No significant differences appear in the responses of the two sexes to this question. In most instances, those from the lower educational levels endorsed in greater numbers the various methods by which government might help youth, but youth from higher educational levels endorsed in greater numbers aid towards further vocational training and the provision of more recreational facilities.

Attitude toward the Future

The final question in the interview was intended to discover how the youth looked on his future prospects. We presented a list of possible responses and our immediate discovery was that no matter how dark the present, the great majority of youth believed that they should look with optimism on the future, 66.4% declaring they were optimistic or enthusiastic about their own futures. The remaining 33.6% expressed themselves somewhere between the extremes of bewilderment and embitterment.

This tendency to claim optimism was exemplified by a 24-year-old college graduate now employed as a clerk. Our interviewer described her attitude in this way:

> B. circles "Optimistic", yet a later conversation revealed that she is uncertain and doubtful about her own future. She lacks association with men which she desires. She is dissatisfied with her job. She feels her friends are dissatisfied and unhappy. She says that this generation is different from all others and certainly needs attention. She does not understand the feeling of uncertainty that pervades all young people. She feels something is wrong. She wants to work, but she doesn't know what kind of work she wants to do. She is saving money for a trip somewhere where she can get a different outlook on life. She has lived in Dallas all her life.

As one would expect, there was a higher proportion of those who chose "Enthusiastic" or "Optimistic" in the better economic Areas, such as 1, 2, 3, 5, and 6, and more concern in those Areas ranking lower on the economic scale.

Comparisons

No significant differences appear in the responses of the two races to this question. In most [illegible] those from [illegible] several embraced in practice [illegible] to various motives by which might help young, but [illegible] they educational [illegible] went on [illegible] provision of more [illegible] facilities.

Attitude toward the Future

The final question in the [illegible] was designed to discover how the youth looked on his future [illegible]. He memorized a list of possible vocations and our immediate [illegible] whether how dark the prospect, the great majority of [illegible] they would look with optimism on the future, 66.4% declared [illegible] or anxiety about their future. The remaining [illegible] were undecided. [illegible] extremes of [illegible] and [illegible].

This tendency [illegible] was exemplified by a 24-year-old college graduate now employed as [illegible]. She characterized her attitude in this way:

> [illegible] "optimistic" [illegible] rather pessimistic than [illegible] also is [illegible] a pessimistic person [illegible]. The [illegible] association with [illegible] is disastrous and [illegible] with her job. And [illegible] are disheartened and [illegible] as a [illegible] and [illegible] from all sides and [illegible] perhaps [illegible] not understand the feeling [illegible] of uncertainty that [illegible] people. The [illegible] world is wrong. [illegible] doesn't know what kind of work she wants. [illegible] is saving money for a trip somewhere when [illegible] Pittsburgh [illegible] she has lived in Dallas [illegible].

As one would expect, [illegible] proportion of those who chose "Optimistic" or "Pessimistic" [illegible] appears in Areas 5, and 6, and more [illegible] Areas [illegible] the economic [illegible].

Complete tabulations are found in Table 63.

TABLE 63---NUMERICAL and PERCENTAGE DISTRIBUTION of 3,456 WHITE YOUTH* (excluding Mexicans) ACCORDING TO RESPONSES TO QUESTION: WHAT IS YOUR ATTITUDE TOWARD THE FUTURE?

	Total Number	Total %
TOTAL	3,456	100.00
Enthusiastic	929	26.88
Optimistic	1,366	39.52
Indifferent	204	5.90
Resigned	103	2.98
Embittered, disgusted	48	1.38
Discouraged	148	4.28
Worried	224	6.48
Frightened or afraid	21	.60
Pessimistic	26	.75
Bewildered, doubtful, confused, lost	266	7.69
Other	121	3.50

* Of the white youth, 166 had no opinion and are not included in this Table.

Comparisons

As the figures below show, males expressed themselves as being more enthusiastic or optimistic about the future than did the females, and those from higher educational levels tended to give one of these responses more frequently than did those from lower levels:

Highest Grade Successfully Passed	Percentage Signifying Optimism or Enthusiasm	
	Male	Female
Total	74.62	67.66
7th grade or less	44.94	42.34
8th, 9th, or 10th grade	59.78	66.77
High school graduate	74.72	73.90
1 to 3 years in college	77.33	85.93
4 or more years in college	82.98	84.62

TABLE 30--[illegible] AGE [illegible] WHITE [illegible]

(excluding [illegible])

[illegible] TO [illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

Summary

The general conclusion to be drawn from the answers received on social questions must be that few youth have ever actually devoted any portion of their time to a consideration of these questions. Still fewer have any feeling that they might be active in bringing about some solution to the problems of low wages, child labor, delinquency, war, race relations, and government functioning which were involved. Nor does it appear that education prepares or inspires more than a few youth to work for an understanding or solution of these issues.

The wide-spread feeling of helplessness in meeting their own problems and the general approval given to government assistance are coupled with a very evident feeling of detachment from government. The youth seem to possess no concept that they might or should in any way influence the conduct of government.

Specifically, the majority believe

1) That wages are too low

2) That child labor should be prohibited

3) That the community could, chiefly by providing recreation, keep young people out of trouble

4) That drinking is generally permissible

5) That, should war be declared, they would go, some reluctantly, but without resistance

6) That racial groups should not be granted equality

7) That government should assist youth 16 to 24 years of age.

Section 9. Special Groups

Before concluding this section which deals with white youth, we wish to present some facts concerning a few special groups of these youth:

Youth Whose Families Received Relief

We find that of the youth from relief families,

1) 44.66% had completed only the seventh grade or less as compared with 15.59% of the total white group.

2) Only 10.7% had graduated from high school as compared with 46.99% of the total group.

3) 32.4% had never received a full-time permanent job, as compared to 13.64% of the total group.

4) 52.64% of the fathers of this group had been laborers.

5) Although only 18.7% of the homes of all white youth fell in the minimum comfort level or below, 50.8% of the homes of relief youth fell in this category.

Youth Who Study Part-Time

Of those who took part-time courses,

1) Over 88% came from homes on the upper comfort or luxury levels.

2) 60.9% of the fathers of this group were "white-collar" or professional workers, as compared with 37% of the total group.

3) Over 75% of these students were high school graduates or above, as compared to 46.99% for the total group.

Youth Desiring to Leave Home

The single youth living at home but desiring to leave proved an interesting group because of the similarity of their responses to those of the total group. In respect to education, number receiving relief, character of homes, occupations of fathers, attendance at church, and recreational habits, their responses are of the same distribution as those of the total group. Of the group, however, 98% were 20 years of age or over.

Youth of Foreign-Born Parents

The white youth of foreign-born parents also seem to have problems in no different proportions from those of the white youth of native parentage.

Youth Whose Families Come from Abroad

To find that of the Youth with Relatives

1) 44.8% had completed only the seventh grade or less as compared with 15.4% of the total white group.

2) Only 10.2% had reached the 11th school as compared with 46.9% of the total group.

3) 32.1% had begun earning a living-like employment as compared to 17.4% in the total group.

4) 32.0% of the females of this group had been married.

5) Although only 10.2% had reached the 11th grade of all white youth in the census of 1940, only left in this category.

Youth Who Stud Part-Time

Of those who took part-

1) Over 8 [illegible] in the census category or Industry Levels.

2) 60.9% of the [illegible] "White-Collar" or Professional [illegible] compared with 37% of the total group.

3) Over 75% of [illegible] with school grades of above, as compared to 38.0% for the total group.

Youth Desiring to Leave Home

The single Youth living at [illegible] leave personal [illegible] reasons. [illegible] to their response to [illegible] Youth, [illegible] at church, and recreational [illegible] [illegible] [illegible]

Conclusions

In the preceding Sections we have attempted to present in sufficient detail the extent, character, and feeling that surround each of the problems of youth touched upon, that it would be possible to plan effectively for their solution.

When we put together the facts that 16% of the girls leave school in order to marry, that marriage in the majority of cases is considered as a justifiable basis for withdrawal from group recreation, from further education, as a block to other educational interests, and that 10% of the marriages have already been broken, we see that here is an intricate and far-reaching problem. It is evident that continued stimulation is needed to prevent married life from becoming so barren that many are willing to abandon it. To do this requires that we show clearly to those about to marry their responsibility to maintain and develop a richness of association and activity and, at the same time, that we remove the barriers to continued participation in education, in recreation, and in group action.

Today when we are faced with social and economic problems more intricate than those of any previous time, we find that even should all those now in school complete the eleventh grade, which many are unlikely to do, we have not yet made it possible for 7.28% to finish grade school and 40.19% to finish high school, although with less than this amount of education they are hardly equipped to understand even the simplest of those problems. Among those who have enjoyed the fullest benefits of our educational system and are now taking positions in business, teaching, and other professions, which make them potential leaders in the community, we find many who have no perception of the nature of social problems or feel any responsibility in bring-

Conclusion

In the preceding [illegible] detail the extent, [illegible] of youth [illegible] solution.

When we [illegible] order to marry, [illegible] justifiable [illegible] tion, as a [illegible] have already [illegible] problem. It is [illegible] married life from [illegible] To do this [illegible] possibility [illegible] and, at the same [illegible] in education, [illegible]

Today when [illegible] than those of the [illegible] school complete [illegible] employment [illegible] finish high school. [illegible] are hardly [illegible] those who have [illegible] are now [illegible] make them [illegible] ception of the [illegible]

ing about their solution. Intelligent, functioning citizenship, which is possible only when critical judgment and knowledge are the attributes of the citizen, is a role for which education is apparently preparing few youth. We must not only remove the economic necessity which now forces so many youth out of school, we must prepare a curriculum which holds their interest and which gives them a concept of their social responsibilities to so understand and act that in the future these economic forces will not continue to defeat our intention to cultivate through public education a functioning and intelligent citizenship.

For those who have already terminated their formal schooling and whom revisions in curriculum would not benefit, a different approach is necessary.

That the general apathy and lack of knowledge of social affairs should be overcome if Democracy is to function, everyone knows, but with a group whose chief interest in continued education is based upon the contribution that education can make to economic livelihood, interest can be aroused only by a special technique. Vocational interests should be satisfied both in school and out of school, but in that vocational process there should be brought home to the youth the relationship between their jobs and all other jobs, between their wages and all other wages, and between their social responsibility and the functioning of the entire economic order.

The very obvious failure of many of the youth to find the recreation which is most satisfying and to evaluate critically the whole pattern of their lives seems more responsible than anything else for dissatisfaction and helplessness. This feeling of frustration which reaches its height among those (23.33%) who find themselves able and willing to work but unwanted in the

economic scheme, can be overcome only if the youth, under expert guidance, are taught to evaluate the economic system in which they must seek a livelihood, their own preparation, and are shown the way they, alone or with others who have similar problems, may take steps to control those factors before which they now feel themselves helpless.

With new emphases in education which teach social responsibility, give the youth criteria for self-evaluation, and lay the groundwork for functioning groups of youth to meet some of their own problems, there must come work opportunities which are not only sufficient in number to employ the 23.33% partially or totally idle, but which reward the youth for increases in knowledge and skill and give them both job satisfaction and security.

In summation, then, we must have work, but it must be suitable work; we must have social knowledge; we must have vocational education, recreation, and guidance. All of these are needed, but in everyone of them we must enlist the help of the youth by giving them responsibilities and demonstrating that by unity of purpose, with sound knowledge, and with critical judgment, they can direct the energies within themselves now being lost, and can control those external forces which are responsible for their helplessness, apathy, idleness, and paucity of living.

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